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ABSTRACT

The Austin (Texas) Independent School District served 4,143 students with limited English proficiency in 1986-87. The native language breakdown was 87% Spanish, 5% Vietnamese, and 8% other language groups. The students were served through either the Transitional Bilingual Education program (TBE) or English as a Second Language program (ESL). The TBE, which provided dual-language instruction, is available to Spanish speakers in pre-kindergarten through grade 8 and Vietnamese speakers in kindergarten through grade 6. The ESL provides intensive English instruction to other students; it is a sequential English language instruction program in the skills of listening, speaking, and writing. The ESL also addresses the cultural heritage of both the primary language and of the United States. Title VII federal funds have been used for the regular secondary program for Hispanics since 1985-86. Results of evaluation of the TBE, ESL, and Title VII program provide insights into student Spanish and English language mastery, dropout rates, enrollment and retention rates, general academic achievement and failure, teacher training, student tutoring, curriculum development, and parental involvement. The report includes extensive tabulated data and other supporting materials, and provides 11 appendices. (TJH)

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Bilingual/ESL Programs
1986-87 Final Technical Report

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PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY: EVALUATION 1986-87

EXECUTIVE SUMMARY

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The Austin Independent School District (AISD) served 4,143 students with limited English proficiency (LEP) in 1986-87; 87% were Spanish speakers, 5% were Vietnamese, and 8% represented 49 other language groups. LEP students in AISD are served through one of two basic programs--Transitional Bilingual Education (TBE) and English as a Second Language (ESL). TBE, which provides dual language instruction, is available to Spanish speakers at grades pre-K through 8 and Vietnamese speakers at grades K-6. ESL provides intensive English instruction to other LEP students. Only those who decline service by these programs are not served.

Title VII federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary program for Hispanic LEP students. The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Murchison Junior High plus Travis, Anderson, and Johnston High Schools. The overall budget of the 1986-87 Title VII Program was $87,893; 274 students were impacted (for a cost of $321 per student). Title VII provided four additional types of service:

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring,
- Curriculum development, and
- Parent training.

MAJOR FINDINGS: AISD-FUNDED PROGRAMS

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1. AISD LEP students tested in English on the TEAMS in 1986-87 compared more favorably to the State than AISD students overall. The percentage of AISD LEP students reaching mastery on the TEAMS exceeded the State average for LEP students in 6 of 14 comparisons at grades 3, 5, 7, 9, and 11.

2. AISD LEP students tested in Spanish at grades 1 and 3 showed high mastery percentages (86-96%) in all areas on the TEAMS. Mastery percentages at grade 3 were higher than the averages for LEP students statewide in all three areas. Grade 1 State results are not yet available.

3. The annual dropout rate for LEP students in 1985-86 (21.3%) was twice as high as the overall District rate (10.7%).

4. Spanish-speaking LEP students tested with the ITBS and TAP in spring, 1987 and 1986 scored closest to the national average in mathematics (with grades 1, 2, and 3 above) followed by language and finally reading. Third graders have shown strong growth towards the national average for the last four years. During the same time period, fourth graders have not.

5. Once exited from LEP status, most students are able to maintain achievement in reading and language above the 23rd percentile on achievement tests. However, a small percentage of the elementary students exited in 1984-85 (15% in reading and 1.7% in language) did fall below this criteria in the two subsequent years.

6. While the number of LEP students in need of bilingual education rose 26% between 1985-86 and 1986-87, the supply of teachers endorsed to provide bilingual education in AISD decreased 3%.

7. AISD's Title VII pre-K programs that operated in 1980-81, 1981-82, and 1982-83 do not appear to have had long-term effects on retention rates, special education status, rates of exit from LEP status, and achievement. Participants did not compare favorably to nonparticipants.

8. AISD fifth graders participating in the 1979-80 Title VII elementary program (a five-year project) showed higher rates of retention, dropping out, and failing course grades than Chapter 1, Hispanic, or all AISD students in fifth grade that year.

MAJOR FINDINGS: TITLE VII

1. English proficiency improved significantly at four of six grade levels from fall to spring (based on raw scores on the Language Assessment Battery). Most individual students (78%) made gains.

2. English achievement improved in each of five subject areas at most grade levels based on the ITBS and TAP; 1987 percentile scores were higher than 1986 scores in 17 of 23 comparisons.

3. Spanish proficiency and achievement results on La Prueba Riverside de Realizacion en Espanol (Prueba Riverside) were generally positive. The percent of students overall showing gains in language and content areas increased over 1985-86; thus, objectives were met. Additionally, when mean raw score gains were examined by subject and grade, 16 out of 20 comparisons were significant.

4. The number of LEP students tutored through Title VII increased from 76 in 1985-86 to 120 in 1986-87.

5. Four courses leading to endorsement to teach ESL were offered through Title VII; three teachers completed all courses.

6. A total of 18 parent workshops were provided in 1986-87. Evaluation ratings and comments were uniformly positive.

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LEP STUDENT FINAL REPORT

SECTION I -- DESCRIPTIVE INFORMATION

WHAT IS A LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

A LEP student has limited language proficiency in English. All students who indicate a language other than English is spoken in the home on their Home Language Survey (HLS) are tested for language proficiency and achievement in order to determine their English proficiency. The language proficiency tests used are the IDEA Oral Proficiency Test (1986-87 on) and Primary Acquisition of Language (PAL) (before 1986-87) at grades pre-K through 6 and the Language Assessment Battery (LAB) at grades 7-12.

This was the first year that the IDEA was used for the identification of LEP students. Consequently, the Teacher and Administrator Survey asked several questions dealing with the IDEA. Most of the administrators (63.4%) but fewer of the teachers (38%) surveyed in the spring were satisfied with the IDEA test for screening LEP students. Over half of the teachers (54%) were neutral, with only 8% dissatisfied with the IDEA. One problem which has arisen is that the test appears to be quite difficult for entering pre-K and K students. This will be ameliorated with the introduction of the pre-IPT (IDEA) in spring, 1988, pending approval of funds in the 1987-88 budget.

WHAT SERVICES ARE PROVIDED TO LEP STUDENTS?

Once identified, students with limited English proficiency are offered Transitional Bilingual Education (TBE) or English-as-a-second-language (ESL) services depending on their home language and grade level.

TRANSITIONAL BILINGUAL EDUCATION (TBE)

TBE is required by State law when the District enrolls 20 or more elementary LEP children of a given language at a specific elementary grade level. AISD is required to provide TBE to Hispanic and Vietnamese LEP students at grades pre-K through 6. AISD also provides bilingual service to grades 7 and 8 LEP Hispanic students.

Most Hispanic elementary students receive bilingual services at their home campuses. If a bilingual teacher is not available, transfers and transportation to other schools are offered. Vietnamese bilingual services are provided at Wooten and Walnut Creek (K-6).

For grades 7-8, bilingual education is offered at Murchison Junior High for Hispanic LEP students who are Spanish monolingual or Spanish dominant. A self-contained literacy program for recent Hispanic immigrants with little schooling and limited English skills is also available at Murchison.

The TBE program provides dual language instruction through teachers endorsed by the State in bilingual education or English-as-a-second-language methodology. Students are provided with:

- Basic concepts starting the student in the school environment in the student's primary language.
- Basic skills of comprehension, reading, and writing in the student's primary language and in the English language.
- Subject matter and concepts in the student's primary language and in the English language.
- Experiences to instill student confidence, self-assurance, and a positive identity with cultural heritage.

The amount of time spent in primary language or English language instruction for each LEP student is determined at individual campuses based on dominance and proficiency in each language.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL is one component of the Transitional Bilingual Program. However, it is also a separate program offered to LEP students with home languages other than those eligible for TBE. In addition, ESL is offered to students eligible for TBE if their parents refuse such service (to avoid a transfer or for other reasons).

ESL is a sequential English language instruction program in the skills of listening, speaking, and writing. This program also includes a component which addresses the cultural heritage of both the primary language of the LEP student and of the United States. The program is taught for a minimum of 45 minutes throughout the day, 20 minutes of direct teaching and 25 minutes of lesson adaptation by teachers endorsed in ESL or bilingual education. Secondary LEP students generally receive 50-55 minutes of ESL instruction (one class period).

An enhanced ESL program called Sheltered Bilingual or Spanish for Native Speakers was initiated in 1985-86 at Travis High School for Spanish-speaking monolingual/dominant students. This provided an extra class period of ESL support. Besides additional English instruction, students translated Spanish to English and vice versa.

If parents at any grade level refuse bilingual and ESL services, the regular all-English curriculum is provided.

TITLE VII PROGRAM

Title VII federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary program for Hispanic LEP students. Title VII provides four additional types of service--

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring,
- Curriculum development, and
- Parent training.

The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Murchison Junior High plus Travis, Anderson, and Johnston High Schools. A total of 307 LEP students monolingual or dominant in Spanish or balanced in English and Spanish (LEP categories A, B, or C) were enrolled in these schools for part or all of 1986-87 and were therefore impacted by Title VII services; 253 LEP students were enrolled at these schools at year's end.

AISD-funded services at the campuses are shown below.

AISD-Funded Services	Title VII Campuses			
	Murchison	Travis	Anderson	Johnston
Bilingual content area instruction	X			
Literacy program	X			
English as a second language	X	X	X	X
Spanish for native speakers		X		

COMPENSATORY EDUCATION

LEP students may also be served by compensatory services such as Chapter 1 or State Compensatory Education. LEP students are eligible to be served by Chapter 1 if they score at or below the 30th percentile in reading on the ITBS. In 1986-87, 1,234 (84%) of the 1,470 LEP students eligible for Chapter 1 received this supplemental reading help--1% higher than the 83% of all students eligible overall who were served.

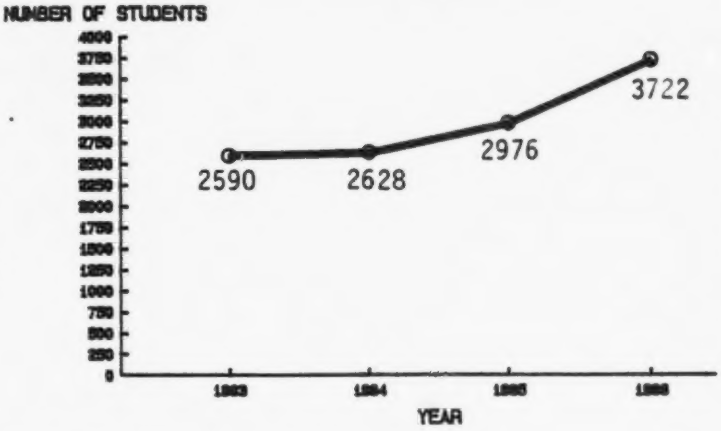
WHAT ARE THE CHARACTERISTICS OF AISD'S LEP STUDENTS?

During the 1986-87 school year, AISD's LEP programs served 4,562 students for part or all of the year. The number of LEP students being served at the same time tends to increase until November and to decline thereafter during the year.

Official counts of the number of LEP students in AISD as of October are calculated annually. The following trends in these LEP counts are interesting to note.

- October counts for the last three years show that AISD's count of LEP students is increasing, K-12. The increase between 1983 and 1984 was 2%; the increase between 1984 and 1985 was 13% and the increase between 1985 and 1986 was 25%. The total number of LEP students served in AISD has risen 43.7% between fall, 1983 and 1986. (AISD's overall enrollment, on the other hand, increased at a much slower pace (8.4%) during this same period). Stabilization in the number of LEP students next year may occur because of the new immigration laws.

FIGURE 1
FALL LEP COUNT K-12



Includes all served (parent refusals excluded).

- The number of pre-K LEP students rose dramatically, tripling from 130 in 1985 to 421 in 1986 because of an expanded program.
- In the fall of 1986, 1,762 new LOTE students were processed; 1,386 or 79% were identified as LEP.
- As in the past, the number of LEP students was highest at grade 1 and generally declined through grade 12 (grades 7 and 9 are the two exceptions). Counts increased the most this year over last year at pre-K (224%), grade K (40%), grade 7 (70%), and grade 9 (52%).

- The District's objective is to help its LEP students attain English proficiency. The number of LEP students considered proficient enough to exit status as LEP in 1986-87 was 446, which was 9.5% of the LEP population. In order for a student to exit LEP status, he/she must score at least at the 23rd percentile in both reading and language on the Iowa Tests of Basic Skills (ITBS) or Tests of Achievement and Proficiency (TAP).

- There were 551 LEP students in 1986-87 whose parents requested that their children not be included in any LEP-related instructional program. This number reflects a decrease compared to 661 students in 1985-86. The decrease primarily reflects successful efforts to exit eligible students with parent denials this year (this had not been done previously). The percentage of the LEP population that parent denials represent decreased from 18% last year to 12% this year.

- In 1986-87, 87% of the LEP students served were Spanish speakers. The only other language group with over 100 students was Vietnamese (5% of the LEP population). Overall, 51 language groups were represented, with Korean, Chinese, Cambodian, Arabic, and Laotian students most common after the Vietnamese.

- Over half (57%) of the Spanish-speaking LEP students in AISD were dominant or monolingual in Spanish; almost all (93%) of the Vietnamese LEP students were dominant or monolingual in Vietnamese.

- Two thirds of the teachers responding (N=59, grades 1 through 6) to a districtwide survey had at least one LEP student who had limited or no school experience before entering AISD in 1986-87, 5% had more than 12 with limited or no school experience. There appears to be a considerable number of these LEP students; they present a special challenge to teachers.

FIGURE 2
LANGUAGES SPOKEN BY LEP STUDENTS
PRE-K TO 12 — 1986-87

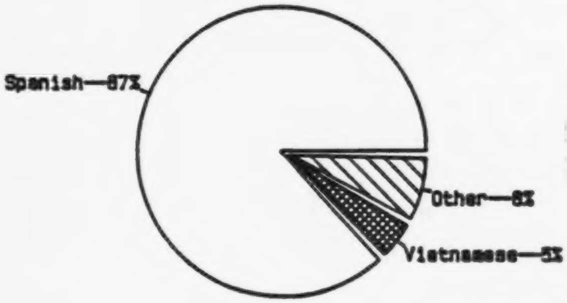
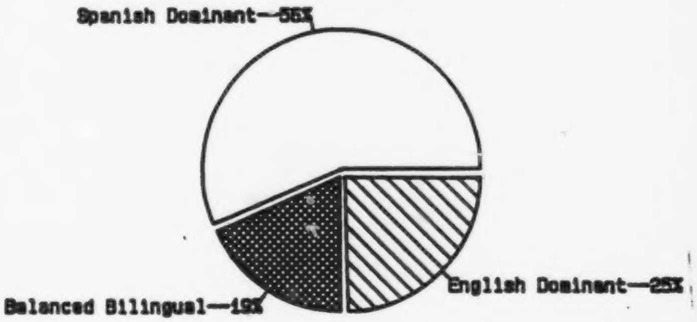


FIGURE 3
LANGUAGE DOMINANCE OF SPANISH-SPEAKING LEP STUDENTS, PRE-K TO 12 — 1986-87



Official October counts
of those served.

FIGURE 4
FALL, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS
OFFICIAL OCTOBER COUNTS*

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	421	544	610	397	331	299	244	227	283	144	169	97	54	33	3,853
# Special Ed.	0	9	9	12	25	34	31	35	42	25	33	17	10	8	290
Total LEP Served	421	553	619	409	356	333	275	262	325	169	202	114	64	41	4,143
# of Students with Parent Denial for Bil./ESL Program	0	12	22	11	16	9	45	45	81	51	67	65	72	55	551
TOTAL LEP	421	565	641	420	372	342	320	307	406	220	269	179	136	96	4,694
# Students Served															
Bil. Ed. Total	385	491	540	357	285	265	218	199	79	56	0	0	0	0	2,875
Hispanic	381	482	530	346	274	260	209	186	79	56	0	0	0	0	2,803
Vietnamese	4	9	10	11	11	5	9	13	0	0	0	0	0	0	72
English as a Second Language Total	36	53	70	40	46	34	26	28	204	88	169	97	54	33	978
Hispanic	1	10	12	7	7	1	3	2	163	65	132	77	34	22	536
Vietnamese	8	2	8	8	2	8	5	8	17	11	15	9	11	2	114
All Others	27	41	50	25	37	25	18	18	24	12	22	11	9	9	328
Special Education Total	0	9	9	12	25	34	31	35	42	25	33	17	10	8	290
Hispanic	0	8	9	12	25	31	29	33	42	21	31	16	9	8	274
Vietnamese	0	0	0	0	0	0	1	0	0	1	1	0	0	0	3
All Others	0	1	0	0	0	3	1	2	0	3	1	1	1	0	13
LEP Status by Dominance															
Hispanic															
Span. Dominant	242	325	378	236	171	138	93	85	93	59	96	63	26	17	2,022
Balanced Bil.	0	11	66	65	68	80	80	76	103	44	37	17	7	7	661
Eng. Dominant	122	156	107	63	65	73	64	57	86	36	28	12	8	4	881
Vietnamese															
Viet. Dominant	12	10	15	18	13	8	13	18	16	10	15	7	11	2	168
Balanced Bil.	0	1	1	0	0	1	1	1	1	1	0	0	0	0	7
Eng. Dominant	0	0	1	1	0	3	1	0	0	0	0	0	0	0	6

SPRING, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS

Number of LEP Exits in 1987	0	19	43	67	53	49	40	35	40	28	29	19	14	10	446
Average Number of Years to Exit	0	1.1	1.7	2.3	2.8	3.4	4.2	4.3	5.1	5.6	5.2	4.8	5.0	3.7	3.6

*The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's responsibilities for LEP pupils.

IS STAFFING ADEQUATE TO PROVIDE BILINGUAL AND ESL SERVICE?

STAFFING PATTERNS

Teachers who provide TBE must be bilingually endorsed (see definitions below). ESL must be provided by ESL or bilingually endorsed teachers. The supply of such teachers is therefore critical. Most of the teachers endorsed as bilingual or "regular ESL" work with LEP students annually. Teachers generally have both LEP and non-LEP students in their classrooms. However, only some "Austin ESL" endorsed teachers work with LEP students. The adequacy of the Austin ESL teachers' backgrounds in meeting the needs of LEP students varies considerably.

Bilingually endorsed -- Teachers have completed a series of college courses preparing them to provide dual language instruction and passed oral and written Spanish proficiency tests.
Regular ESL -- Teachers have completed four college courses focusing on ESL techniques.
Austin ESL -- Teachers had one or more LEP students in their classes prior to 1980-81. TEA granted ESL endorsement to such teachers statewide as long as the teachers stayed in the same district.

FIGURE 5
BILINGUAL AND ESL-ENDORSED TEACHERS 1986-87

Endorsement	Elementary Teachers	Elementary Students	Secondary Teachers	Secondary Students	Teacher Total
Bilingual --					
Spanish	321*	2,668*	8**	135*	329
Vietnamese	4	72	-	-	4
Regular ESL	61	341	13	645	74
Austin ESL	357	-	63	-	420

*Official October counts for students. March count of teachers.

**Bilingual instruction was only offered at Murchison Junior High; the other four bilingually endorsed teachers were assigned to high schools where ESL was the only program offered. The average number of students per bilingual teacher at Murchison was 33.8 (135/4). One teacher at Travis provided dual language instruction to Hispanic LEP A, B, C students (90 as of October) for one hour per day; however, this did not meet the requirements of TBE.

The number of bilingually endorsed teachers increased in 1983-84, 1984-85, and 1985-86. **The supply of bilingually endorsed teachers decreased from 342 in 1985-86 to 333 in 1986-87 (a 3% decrease). Thus, while the number of students needing bilingual service increased by 26%, the supply of teachers decreased.**

The number of Austin ESL certified teachers (420) far exceeded the number of regular ESL teachers (74) in 1986-87. The supply of regular-ESL-endorsed teachers increased by 6 (8%) in 1986-87 but the number of Austin ESL teachers decreased substantially (26%) from 567 to 420.

This year 17 elementary schools were fully staffed with a bilingual teacher at every grade level they served. The goal for next year is to have the 16 priority schools (those with primarily lower income students) fully staffed to provide bilingual service and have some designated cluster centers around the city to which LEP students can transfer if their home school cannot serve them. The best way to examine whether the supply of bilingual and ESL teachers is adequate is to examine the number of bilingual student transfers and gaps in service.

The number of pre-K to six schools which had LEP students this year at any time but no bilingual or ESL teacher to serve them at their grade level was checked by grade in March. Students had the option to be transferred to another school or decline the service. It was found that:

- In 29 cases there were LEP students but no one to serve them at that grade.
- The number of cases ranged from two at grade two to five at pre-K.
- In order to receive bilingual or ESL service, 183 students were transferred.

Transfers at the secondary level were also checked. At the junior high level, there were 91 bilingual transfers (mostly to Murchison for the TBE program). At the senior high level, 33 students were transferred (mostly to Travis).

BILINGUAL STIPENDS

In 1985-86, a salary supplement was instituted for bilingual teachers as a recruiting tool. Teachers who met criteria all year were awarded $1,500; others were prorated according to length of eligibility. Supplements were awarded to pre-K through grade 12 teachers who:

1. Held a valid teaching certificate with a bilingual endorsement or a bilingual special permit,

2. Engaged for at least three hours during the day in basic or supplementary dual language instruction through any or all of these components of Transitional Bilingual Education: language arts, mathematics, science, and/or social studies, and

3. Worked with LEP students dominant in another language or balanced in English and another language (LEP categories A, B, and C).

There were 333 teachers with bilingual endorsement in AISD as of March, 1987. The number of individual teachers receiving a stipend was totaled as of the end of the year. Some teachers left mid-year and were replaced, increasing the total number of individual teachers receiving a stipend. At year's end:

- 302 bilingually endorsed teachers (an increase from 271 in 1985-86) had received a stipend (297 elementary, 4 junior high, 1 high school);

- 3,008 (up from 2,799 in 1985-86) LEP A, B, and C students were served by these teachers. The median number of students served by these teachers was six both years.

- 73% of the stipended teachers served 10 or fewer LEP A, B, and C students (plus non-LEP students).

SUMMARY

The LEP student population in AISD has been increasing. Until 1986-87, the number of bilingually-endorsed teachers was also increasing. In 1986-87, however, the number decreased. The bilingual stipend did not have enough impact to increase teacher supply this year.

On the other hand, the percentage of bilingual teachers earning the stipend increased this year. AISD appears to be utilizing bilingual teachers better with the students in greatest need. This increase also supports personnel reports that the stipend encouraged some endorsed teachers to work with LEP students who had not previously.

HOW MUCH DO SERVICES FOR LEP STUDENTS COST?

An attempt was made to determine costs incurred for bilingual and ESL services above and beyond those for the regular AISD program. The cost components analyzed are shown in Figure 6.

Most teachers' basic salaries were not included because LEP students are simply assigned to teachers endorsed in bilingual or ESL, and they provide all of the students' basic instruction. Teachers' salaries were only included if teachers acted as resource teachers in addition to regular staff (Vietnamese Centers), the programs were not required by State law (Murchison and Travis), or the program operated outside of the regular school year (summer school).

Overall, the allocated costs for bilingual programs in 1986-87 were $1,792,260 ($433 per LEP student or $199 per LOTE student). The allocated costs in 1986-87 compared to 1985-86 decreased by $453,364 primarily because two components were dropped (Hispanic Curriculum Transfer Centers and bilingual aides). However, costs for some other components did increase.

The highest costs were for components in which transportation of students was required. While transporting students may be the most efficient way to provide service, ways to reduce costs should always be explored.

- Although the cost for the Vietnamese program is high, the program is required. There are insufficient teachers to provide bilingual instruction for Vietnamese students throughout the District. Therefore, students are transported to the Vietnamese Centers. Teachers act as resource teachers, serving students for 1.5 to 2 hours per day.

- The cost per student for Murchison and Travis is slightly lower this year because more students were served. The junior high bilingual program will be at Martin rather than Murchison next year--this may reduce transportation costs.

- Summer school allocated costs and expected student enrollment for 1987 were higher than in 1986. Actual enrollment appears to be lower than expected (about 400) but final expenditures are not yet known (they will probably be considerably lower than the allocation).

FIGURE 6
COST SPECIFICALLY FOR BILINGUAL/ESL SERVICES, 1986-87

COMPONENT	OCT., 1986 STUDENTS SERVED	BUDGET ALLOCATION	COST PER STUDENT	STUDENT CONTACT HOURS PER YEAR	COST PER FTE
Vietnamese Centers	73	T=$119,330.00* B=$ 77,844.55 Total=$197,174.55	$1,634.66 $1,066.36 Total=$2,701.02	1-2 hrs. each day 25,550 hrs. total (at 2.0 hours)	$ 8,104.17
Murchison	135	T=$102,557.00 B=$110,871.60 Total=$213,428.60	$ 759.68 $ 821.27 Total=$1,580.95	1-6 hrs/day, 136,500 hrs. total (at 6 hrs/student)	$ 1,580.95
Travis **Official October Count, LEP A, B, & C Students	90**	T=$ 19,494.00 B=$ 25,959.67 Total=$ 45,453.67	$ 216.60 $ 288.44 Total=$ 505.04	1 extra (1 required, 2 provided) 15,750 total	$ 3,030.24
Summer School 1987 (pre-k, pre-1)	700	$291,389	$ 416.27	4 hrs./day 8 wks. 112,00 total	$ 2,731.69
Bilingual Stipends	3,008	$387,500 Allocated $445,509 Expended	$ 128.82 $ 148.11	3-6 hrs. per day per student	
Administration (Elementary & Secondary)	5,909***	Personnel etc. = $389,054.00 Supplies, etc. = $144,621.00 Total=$533,675.00	$ 65.84 $ 24.47 Total=$ 90.32		
Evaluation	8,999 LOTE****	$ 65,629.83	$ 7.29		
TOTAL	4,143 LEP 8,999 LOTE	$1,792,259.65	$ 432.60 $ 199.16		

KEY

E=Elementary	T=Teachers
S=Secondary	B=Busses

FTE=Full-time Equivalent Student (Annual cost of the services if provided full time -- 6 hours/day --for 175 days)

*Allocated amount was not completely used up because only four teachers were hired rather than the five the budget called for. ***Seven staff at 4,143 LEP and four at 8,999 LOTE students.
****As of March, 1987.

SECTION II -- PROGRAM IMPACT

ARE BILINGUAL AND ESL PROGRAMS NATIONWIDE HAVING AN IMPACT?

BILINGUAL VERSUS IMMERSION PROGRAMS

The debate rages on nationally about whether bilingual or immersion programs are more effective in promoting English proficiency and achievement in LEP students. A number of reviews are now available synthesizing the results of studies of programs for LEP students nationwide. **Research generally suggests that bilingual programs are effective in improving LEP students' English proficiency and achievement and that bilingual programs may even be superior to English immersion programs for LEP students in this regard.** Caution must be exercised in interpreting trends because of methodological problems inherent in research with LEP students. The primary problem is that policies vary on how soon LEP students are tested in English; those with limited ability in English are often not tested with achievement tests in English. Thus, those tested are often a subsample of the total served and biased in favor of those in the program for some time. Two national studies which will provide more definitive information on this question are currently underway--longitudinal achievement results have not yet been released thus far.

EFFECTIVE INSTRUCTIONAL PRACTICES

Considering the changes in school boundaries and staffing planned for next year, information on effective practices to use with LEP students are particularly relevant at this time. The national literature indicates that there is a great deal of overlap in practices effective with the general population of students and LEP students per se. Thus, effective practices taught through Project BEST, for example, apply to LEP students as much as anyone else. Based on ORE observations of exemplary teachers of LEP students in 1984-85, effective teachers:

- Maximize student time-on-task,
- Organize instruction clearly,
- Handle transitions between activities efficiently, and
- Adjust to students' needs.

Some **specific** practices appear effective for LEP students in particular (Cummins, 1986; TEA, 1987; Wong Fillmore, 1983). The relevance of factors must of course be considered in light of the characteristics of particular groups of students. Wong Fillmore's work, for example, is extensive but is based on students who generally had been exposed to English for two to three years. She found qualities of teaching and instructional language especially significant. A summary is shown in Figure 7.

FIGURE 7
QUALITIES OF EFFECTIVE INSTRUCTION FOR LEP STUDENTS

1. High-quality instructional language:

- Conducting lessons in either the native language or English (a single lesson seldom includes both);
- Using the home language to explain concepts in an English lesson that cannot be explained nonverbally and are difficult to understand in English;
- Integrating English language development with academic skills instruction daily;
- Planning oral activities in each lesson to help students develop listening and speaking skills related to the academic curriculum;
- Using academic language to develop cognitive skills.

2. High-quality teaching:

- Utilizing clear, coherent language;
- Providing context clues to students;
- Paraphrasing and repeating information as needed;
- Providing comprehensive instructions and explanations;
- Employing instructional material that matches students' academic level and is challenging;
- Introducing potentially difficult vocabulary and structures before the lesson;
- Emphasizing high-level rather than low-level skills;
- Teaching students to use a variety of methods beyond simple decoding to enhance reading comprehension in English (e.g., noting or searching for salient details, asking questions, concentrating, using context clues, rereading, imaging, summarizing, predicting outcomes);
- Watching individual students' reactions to learning situations and adjusting accordingly (e.g., adjusting amount of small group versus teacher-guided activity);
- Adjusting instruction and approaches as students learn more English.

3. High-quality learning environment:

- Employing consistent, predictable structures and sequences for formal lessons and the instructional day to help students anticipate what is expected;
- Utilizing effective classroom management techniques--ensuring students are actively engaged in learning activities and spending a minimum amount of time on procedural and other activities not related to lessons;
- Focusing on content learning rather than non-academic activities;
- Communicating high expectations for learning and a belief all students can learn;
- Providing a balance of teacher-directed activities (with opportunities for language interaction) and individualized activities (with chances to work independently).

4. Ample opportunities to practice English:

- Providing all students with chances for creative discourse in English through expanded responses to teacher questions (rather than single words), heterogeneous small group activities (e.g., using cooperative learning techniques), peer tutoring, and other interactions between English-speaking and LEP students (Hispanics especially appear to benefit from working with peers);
- Analyzing instructional language used for clarity, coherence, context, paraphrasing, pace, vocabulary, and structures (perhaps through audio tapes).

5. Utilizing information from the students' home, culture, and language:

- Honoring the values and norms of the home culture while teaching those of the majority culture;
- Utilizing both verbal and nonverbal cultural information;
- Organizing instruction to build upon natural communication methods and patterns from the home culture;
- Involving parents collaboratively as partners in the learning process.

ARE AISD'S BILINGUAL AND ESL PROGRAMS HAVING AN IMPACT?

Evaluating the success of programs for LEP students is difficult for several reasons.

First, all students except those who deny service must be served--there is, therefore, no adequate control group. Comparisons of a less exact nature (with Hispanics in AISD, AISD overall, or the national average) must, therefore, be employed.

Second, the lack of English proficiency makes it difficult to test these students for a valid score on English achievement tests. Teachers have the option to discontinue testing after the first subtest on the ITBS and TAP if students obviously cannot understand enough English to be tested. Some students are tested in some areas (like mathematics) but not others (like reading). It is, therefore, difficult to examine averages for the total group; instead we rely on the progress of those able to be tested for a certain number of years (e.g., one year follow-up) and longer longitudinal studies which examine the percentage of students able to be tested and the percentage scoring at certain levels.

Third, TEAMS scores for this year and last are difficult to compare because of the new Spanish TEAMS at grades 1 and 3 and the exemptions available at grades 1, 3, 5, 7, and 9. The LEP populations tested were, therefore, quite different in 1987 versus 1986. Also, the percentage of LEP students tested this year at grades 5, 7, and 9 is fairly small and, therefore, not representative of the total population.

TEAMS ENGLISH AND SPANISH

The Texas Educational Assessment of Minimum Skills (TEAMS) is a statewide minimum competency test. In the past, only an English TEAMS was available and there was no exemption for LEP students from grade 3 on. This year, Spanish-speaking LEP students at grades 1 and 3 could be tested in English or Spanish, other first and third grade LEP students had the option of an exemption from the test. All LEP students at grades 5, 7, and 9 could also be exempted from the testing. Exemptions can be taken only the first time LEP students are tested from 1987 on. Special Education LEP students can also be exempted based on Special Education guidelines. The Language Proficiency Assessment Committees (LPACs) at each campus decided students' LEP status. Generally, however, students dominant or monolingual in another language or balanced but limited in English and another language took the Spanish TEAMS or an exemption. Because this is the first year for the new guidelines, comparisons to last year will not be made.

English TEAMS 1986-87

Grades 1-9. Results are illustrated graphically in Figure 8. The percentage of AISD LEP students tested in English this year was:

Grade	February Enrollment	Tested Number	Tested Percent
1	560	216	39%
3	327	128	39%
5	272	158	58%
7	274	141	51%
9	192	77	40%

AISD LEP students tested in English show:

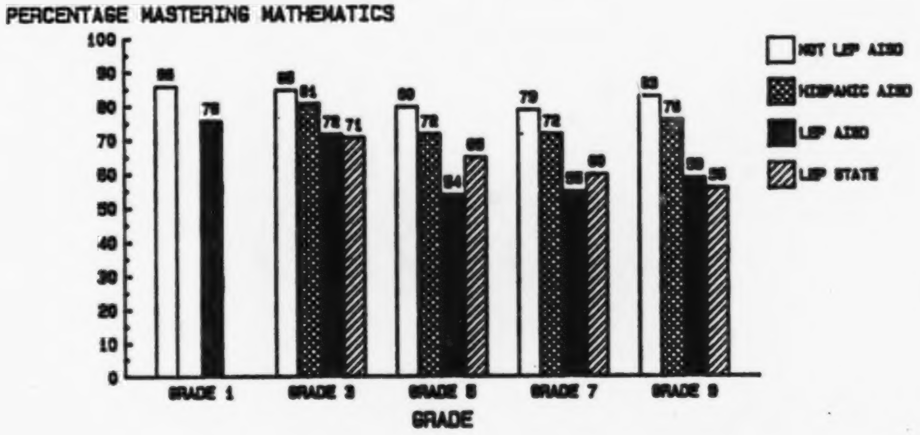
- Lower mastery percentages than for AISD non-LEP students and Hispanic students. Differences are greatest in reading.
- **The highest mastery percentages at grade 1 in all areas; mastery percentages are lowest at grade 5 in mathematics and grade 9 in reading and writing.**
- By subject, mastery rates are highest in mathematics (54% to 76%) generally followed by reading (30 to 55%) followed by writing (16% to 74%). Grade 1 mastery is higher in writing than in reading.
- **AISD LEP students showed higher mastery than State LEP students in 5 of 12 comparisons (42%) at grades 3, 5, 7 and 9.** (Grade 1 results for the State are not yet available.) Grade 3 mastery for LEP students in AISD exceeded that of LEP students in the State in all areas; grade 7 mastery was lower in all areas. The distance was greatest from the State LEP average in mathematics at grade 5 and reading and writing at grade 9. Mastery for AISD students overall does not exceed that of the State in any of these same comparisons.

Particular emphasis must continue to be placed on LEP students mastery of the TEAMS. Because the TEAMS focuses on minimum basic skills, low-achieving LEP students should be targeted for additional help in areas of need. There is some evidence that emphasis on TEAMS for LEP students has had an impact on ITBS/TAP scores as well (see one-year follow-up).

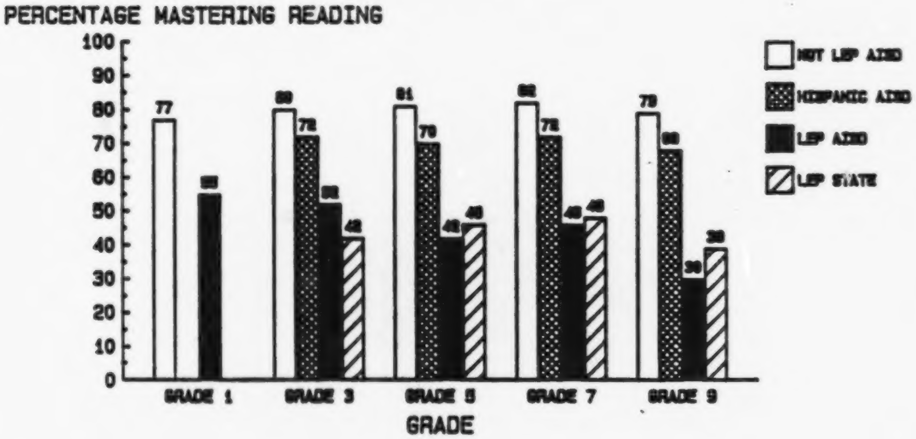
Based on districtwide survey results, most teachers at grades 1, 3, and 5 appear to use TEAMS-style items on their own tests at least three times a year. Use of TEAMS practice materials in English and Spanish was also noted but by fewer teachers.

FIGURE 8
LEP MASTERY OF ENGLISH TEAMS -- 1986-87
Statewide Versus AISD Mastery Percentages

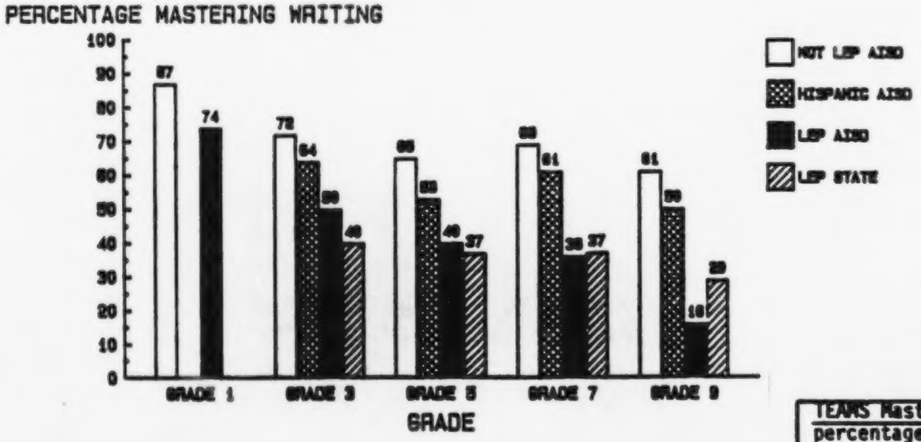
MATHEMATICS



READING



WRITING



TEAMS Mastery Percentages: The percentage of students "mastering" each test. The number of items which must be answered correctly to master each test is set by the State Board of Education.

Scaled Score Gaps 1985-86

One way to gauge the success of programs for LEP students is to compare the performance of all bilingual/ESL students with that of non-bilingual/ESL low-income students across grades. Because most bilingual/ESL students are low income, this comparison basically measures the success of the bilingual and ESL programs in teaching LEP students English for academic purposes. In a successful program, the gap between the performance of the two groups would close across grades. This estimate of success is rough in that two factors work against finding a smaller gap across grades:

- New entries at the higher grades (the percentage of AISD LEP students who were new in 1985-86 was 26-30% at grades 5, 7, and 9),
- Exit of students successful in terms of achievement at the upper grades.

The gap between bilingual/ESL and non-LEP low-income students in AISD and the State overall is shown below in Figure 9. TEAMS scores for 1985-86 were used because all LEP students were tested at these grades -- no exemptions were allowed.

FIGURE 9
TEAMS SCALED SCORES (AVERAGES ACROSS AREAS) 1985-86

AISD

Grade	All Bilingual /ESL	Low Income Non-Bilingual/ESL	Gap (Difference)
3	642	722	-80
5	653	726	-73
7	653	721	-68
9	642	705	-63

STATE

3	661	729	-68
5	669	740	-71
7	658	735	-77
9	645	726	-81

As this chart illustrates, the gap tends to close in AISD between grades 3 and 5, 5 and 7, and 7 and 9. These results are positive, especially given AISD's fairly high number of new entries in the upper grades. AISD's results also compare favorably to those of the State, where the gap widens across grades. Based on this data, AISD programs for LEP students appear more successful than is average for the State.

Exit-Level TEAMS

The exit-level TEAMS is a high-stakes test--students are required to pass both the mathematics and language arts sections to earn a diploma. Statewide, the percentage of LEP students able to pass the exit-level test is lower than for other identified groups. Students first take the test in October of grade 11. Those who fail to master one or both areas, plus anyone new to Texas, is tested subsequently. Students have three additional chances to show mastery (May of grade 11 and October and May of grade 12).

The percentage of AISD LEP students able to show mastery of the exit-level TEAMS in October and May of 1986-87 is shown below.

FIGURE 10
EXIT-LEVEL TEAMS MASTERY--1986-87

	October, 1986 Grade			May, 1987 Grade		
	11	12	Total	11	12	Total
Language Arts						
LEP AISD Tested	26	13	39	25	6	31
N Passing	9	8	17	6	2	8
% Mastering	35%	62%	44%	24%	33%	26%
State LEP % Mastering	43%	N/A	N/A	N/A	N/A	N/A
All AISD % Mastering	90%	83%	N/A	65%	79%	N/A
Mathematics						
LEP AISD Tested	27	10	37	14	2	16
N Passing	21	9	30	11	2	13
% Mastering	78%	90%	81%	79%	100%	81%
State LEP % Mastering	67%	N/A	N/A	N/A	N/A	N/A
All AISD % Mastering	93%	82%	N/A	82%	86%	N/A

NA = Not Available

Results revealed that:

- AISD LEP mastery percentages were higher in mathematics than in language arts.
- **AISD's LEP October passing rates for 11th graders were higher than the State's in mathematics but lower than the State's in language arts. The mastery rate for all eleventh graders in AISD tested was higher than the State's in both comparisons.**
- AISD LEP twelfth graders showed higher mastery percentages than eleventh graders.
- Only three LEP students tested in May failed the mathematics section --none were twelfth graders.
- In language arts, four LEP twelfth graders failed the TEAMS and were denied diplomas--two were Spanish Title VII students and two were oriental. All but one had only entered AISD this year; the two Spanish speakers reportedly plan to return to AISD next fall.

In AISD overall, 17 students met all graduation requirements but failed to pass the TEAMS and, therefore, were denied a diploma. In addition to the four LEP students mentioned above, three students were LEP but had denied ESL service. LEP high school students can be caught in a graduation bind. ESL can only earn graduation credit as English two years; students often deny the service after this point in order to "make room" for courses that count towards graduation in their schedule. This may have happened in two of these three cases. The problem is that, if these students do not have sufficient English skills to pass the TEAMS, ESL may have helped them more than other English classes. A change in State policy regarding ESL graduation credit might help this situation.

Spanish TEAMS

The Spanish TEAMS was first given this year at grades 1 and 3 only. The English and Spanish tests are different so results cannot be compared directly. However, skills covered are similar to those on the English TEAMS; some items are translations. One important difference is that no writing sample is included on the Spanish TEAMS; one extra objective measured by multiple-choice items is included. The results (shown in Figure 11) are quite positive.

Students tested with the Spanish TEAMS:

- **Show high mastery percentages (86%-96%).**
- **Exceed third grade mastery percentages for the State in all three areas. In addition, AISD students exceed third grade mastery for the eight largest urban districts in Texas (big 8) in mathematics and reading (but not writing).**

Caution must be taken in comparing AISD to other districts in the State because of possible differences in LEP populations served and exemption decisions.

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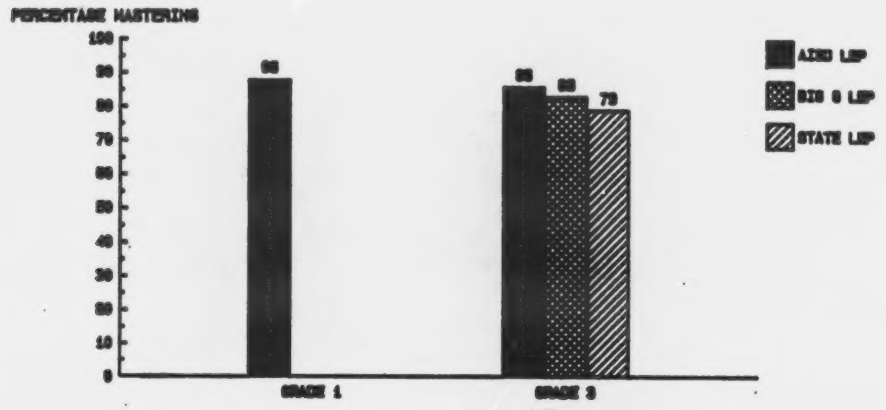
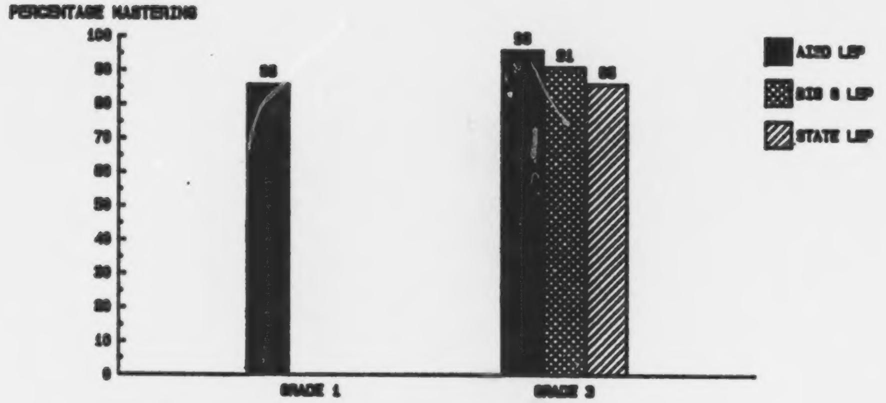
FIGURE 11
LEP MASTERY OF SPANISH TEAMS -- 1986-87
Statewide Versus AISD Mastery Percentages

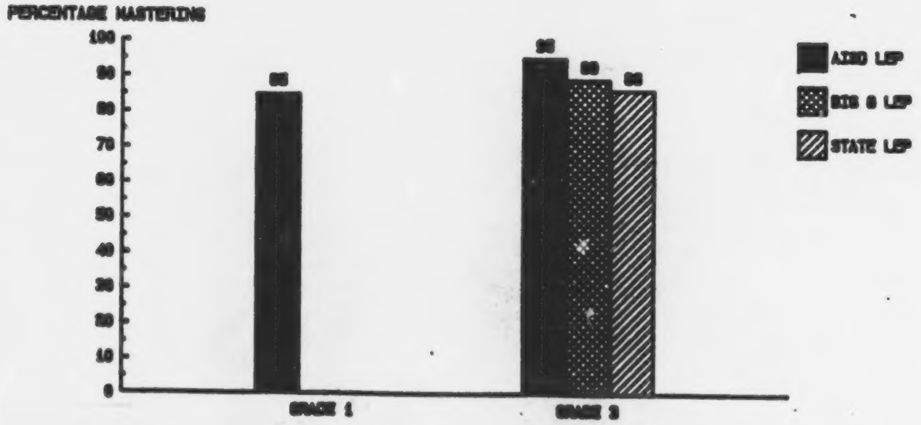
MATHEMATICS



READING



WRITING



ONE-YEAR FOLLOW-UP--ITBS AND TAP

Because many LEP students are not tested in English, analyses which report average scores from one year to the next are difficult to interpret. The students are not the same in each analysis. Therefore, the progress of LEP students in grades K-12 able to be tested with the ITBS in at least spring, 1986 and 1987 was monitored. Trends for Spanish and Vietnamese speakers will be presented here; those for the total group and speakers of other languages are available in the technical report (ORE Pub. No. 85.22).

Test scores reflected are Language Total (grades K-12), Reading Total (3-12 in 1986-87 and 1-12 in 1985-86), Reading Comprehension (1986-87 1-2), Mathematics Computation (K-8), and Mathematics Total (9-12). Mathematics Computation is the least language dependent of these scores. Comparisons of gains between 1986-87 and 1985-86 will not be made for grades K, K-1, and 1-2 because a new ITBS was adopted this year and norms differ; comparisons of gains will not be made between grades 8 and 9 because of differences between the ITBS and TAP norms.

Spanish Speakers

Less than half of the Spanish-speaking LEP students were able to be tested on the ITBS or TAP in both 1987 and 1986 for a usable score in reading and language; percentages were slightly higher in mathematics. Compared to all Spanish speakers in AISD, those tested this year and last have been in AISD longer and have more English ability (see Figure 12). Of course, it must be realized that kindergarteners are over-represented in the percentage in AISD less than two years.

FIGURE 12
SPANISH-SPEAKING LEP STUDENTS: YEARS IN AISD AND DOMINANCE

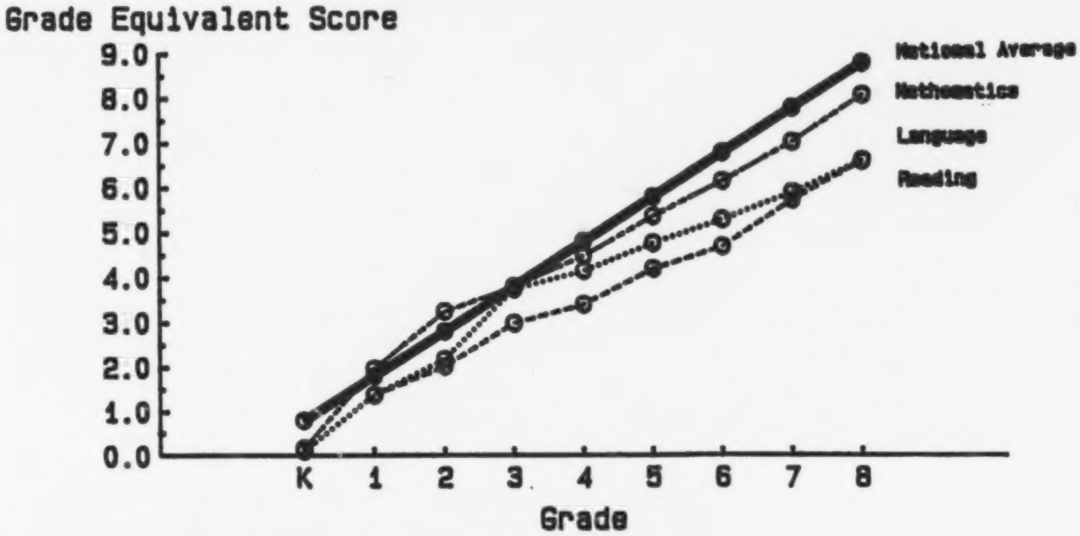
Years in AISD LEP Program	Total Group		Reading Tested 1986 and 1987	
	Number	%	Number	%
2	1,390	55%	212	20%
2 4	618	25%	425	41%
4 6	269	11%	208	20%
6-8.7	238	9%	196	19%
Total	2,515*	100%	1,041*	100%
Dominance				
Spanish Dominant	1,460	59%	415	40%**
Balanced English & Spanish	477	19%	348	34%
English Dominant	553	22%	269	26%
Total	2,490***	100%	1,032***	100%

*A few students were excluded because entry or exit codes were in error.
**May be slightly lower than this in reality because students are not always retested for language dominance unless eligible to exit.
***Language dominance was not available on some students.

FIGURE 13
DISTANCE FROM NATIONAL AVERAGE BY GRADE
SPANISH SPEAKERS--ITBS AND TAP

	Above/At National	GE'S BELOW NATIONAL AVERAGE					
		.1-.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9
Reading		1,2,3	4,5	6,7,8,9	10	11	12
Language		K,1,2,3,4	5,6,7	8,9,10	11	12	
Mathematics	1,2,3	K,4,5,6,7,8	9,10,12	11			

FIGURE 14
1986-87 ONE-YEAR FOLLOW-UP — SPANISH



All scores are based on students tested last 2 years except K — K language reflects fall and spring. K mathematics reflects spring only. (See Figure 16 for numbers.)

Scores are generally closest to the national average in mathematics followed by language and finally reading. Spanish speakers score at or above the national norm in grades 1, 2, and 3 in mathematics. The gap between the national norm and LEP students' average performance tends to widen by grade (see Figures 13, 14, and 16). If examined with percentile scores, this trend is evident primarily across the elementary grades.

Another way to examine these data is in terms of gains from one year to the next. Gains of more than one year help LEP students score closer to the national average--narrowing the achievement gap. Comparisons of gains between spring, 1986 and 1987 can be made at grades 3-8 and 10-12. Pre-post comparisons are not possible at K, 1, and 2 because of the administration of a new version of the ITBS test at those grades; 9th graders cannot be compared to 8th grade because of the differences in the ITBS and TAP characteristics and norms. Results reveal that (see Figure 15):

Elementary: Grade 3 students showed the strongest growth, with gains exceeding 1 GE in reading and language but not mathematics (.8). Mathematics mean GE scores were at the national average. Grade 3 students have shown this same pattern of strong performance the last three years. For the fourth year in a row, grade 4 showed gains of less than 1 GE in all areas (about .7 GE). Gains for all AISD students and AISD Hispanic students were also less than 1 GE in all areas between 1985-86 and 1986-87.

The emphasis on TEAMS may be helping at third grade. The change in schools which many students experience at grade 4 may help to explain the grade 4 trends. Teachers may not be as familiar with the students' previous learning and therefore not capitalize on it (reteaching more than needed) or may not be emphasizing basic skills measured by the TEAMS enough.

Junior High: Gains were strong in reading and language, but smaller in mathematics.

Senior High: Gains were strong at all grades in mathematics and language but very small in reading except at grade 11. Emphasis that has been placed on helping students pass the exit-level TEAMS may be having an impact at grade 11.

FIGURE 15
1986-87 GRADE LEVELS WITH GAINS OF LESS THAN 1 GE AND 1 GE OR MORE--LEP SPANISH SPEAKERS

	<1 GE	>1 GE
Mathematics	3,4,6,7,8	5,10,11,12
Language	4,5,6	3,7,8,10,11,12
Reading	4,5,6,10,12	3,7,8,11

GE = Grade Equivalent
Examination of gains at grades K, 1, 2, and 9 are not possible because of changes in tests.

FIGURE 16
SPANISH ONE-YEAR FOLLOW-UP -- 1986 (PRE) AND 1987 (POST)

		MATHEMATICS				LANGUAGE				READING			
GRADE	TOTAL IN GROUP	NUMBER TESTED	PREMATH MEAN	POSTMATH MEAN	MATHGAIN MEAN	NUMBER TESTED	PRELANG MEAN	POSTLANG MEAN	LANGGAIN MEAN	NUMBER TESTED	PREREAD MEAN	POSTREAD MEAN	READGAIN MEAN
K	454	385		.18		212		0.11					
01	458	71		1.97		222		1.38		58		1.38	
02	306	233		3.24		143		2.18		159		2.02	
03	244	173	2.98	3.80	0.82	121	2.11	3.74	1.64	123	1.93	2.98	1.04
04	232	184	3.75	4.48	0.73	155	3.41	4.15	0.74	161	2.71	3.40	0.69
05	201	152	4.35	5.37	1.02	138	3.94	4.77	0.83	141	3.35	4.21	0.86
06	163	130	5.24	6.16	0.92	122	4.38	5.30	0.92	122	3.80	4.70	0.91
07	182	119	6.09	7.04	0.94	108	4.79	5.91	1.13	118	4.45	5.74	1.29
08	87	54	7.31	8.08	0.77	52	5.60	6.62	1.01	53	5.27	6.61	1.34
09	115	68		8.10		69		7.32		69		7.06	
10	66	32	7.81	9.28	1.47	32	6.86	8.46	1.59	32	6.75	7.20	0.45
11	24	17	8.37	9.64	1.26	16	6.69	8.21	1.52	17	6.06	7.79	1.72
12	16	9	9.64	11.14	1.50	9	6.41	7.98	1.57	9	6.74	7.16	0.41
TOTAL	2,548	1242	4.24	5.14	0.89	1399	2.67	3.58	0.90	1062	3.30	4.16	0.87

Mean GE Scores on ITBS (K-8) and TAP (9-12)

Vietnamese Speakers

The second largest LEP language group in AISD is the Vietnamese--159 LEP Vietnamese students were enrolled in AISD at year's end. Caution must be exercised in looking at trends by grade because of the small number at some grades (ranging from 6-21 students).

- Of those tested, in reading, 35% have been in AISD LEP programs two years or less; 74% have been in six years or less (higher than for Spanish speakers and lower than for the Vietnamese population overall).
- Of those tested, 92% were dominant or monolingual in Vietnamese (higher than for Spanish speakers), 5% were balanced in English and Vietnamese, and 3% were monolingual in English.

As with Spanish speakers, mathematics was the Vietnamese LEP students' strongest area followed by language and finally reading. This was also true for other LEP groups. Average scores are generally higher for Vietnamese and other language groups than Spanish speakers. Scores are above the national average at grades 1-7 and 10-12 in mathematics and in language at grades 1-4 and 10 (see Figure 17).

In terms of one-year gains (see Figure 18), these were weakest in reading. By grade, grades 10 and 12 were strong in all three areas. TEAMS may have had an effect at grade 12.

FIGURE 18
1986-87 GRADE LEVELS WITH GAINS OF LESS THAN AND MORE THAN 1 GE--LEP VIETNAMESE SPEAKERS

	<1 GE	>1 GE
Mathematics	6, 7, 8	3, 4, 5, 10, 11, 12
Language	4, 6, 11	3, 5, 7, 8, 10, 12
Reading	3, 4, 5, 8	6, 7, 10, 11, 12

GE = Grade Equivalent
Examination of gains at grades K, 1, 2, and 9 are not possible because of changes in tests.

EXITED STUDENT FOLLOW-UP

The Language Proficiency Assessment Committee (LPAC) decides when LEP students exit the program. By law, those scoring at or above the 40th percentile in both language and reading on a standardized test must be exited, but the LPAC considers other information on those scoring between the 23rd and 39th

FIGURE 17
VIETNAMESE ONE-YEAR FOLLOW-UP -- 1986 (PRE) AND 1987 (POST)

		MATHEMATICS				LANGUAGE				READING			
GRADE	TOTAL IN GROUP	NUMBER	PREMATH	POSTMATH	MATHGAIN	NUMBER	PRELANG	POSTLANG	LANGGAIN	NUMBER	PREREAD	POSTREAD	READGAIN
		TESTED	MEAN	MEAN	MEAN	TESTED	MEAN	MEAN	MEAN	TESTED	MEAN	MEAN	MEAN
K	7	6	-		.53	3	-0.43	-0.33	0.10				
01	21	2	1.50	2.10	0.60	19	0.04	1.96	1.92	2	1.35	1.60	0.25
02	17	15	2.42	3.85	1.43	15	2.30	3.29	0.99	15	2.05	2.46	0.41
03	13	11	3.75	5.07	1.33	11	3.35	4.44	1.09	11	2.63	3.25	0.63
04	11	9	4.33	5.53	1.20	8	4.67	5.61	0.94	8	3.80	4.55	0.75
05	11	9	5.69	6.80	1.11	8	4.25	5.67	1.42	8	3.45	4.20	0.75
06	21	17	6.66	7.55	0.88	17	5.66	6.35	0.69	17	4.19	5.39	1.20
07	14	11	7.35	8.15	0.79	11	5.25	6.98	1.74	11	4.05	5.90	1.85
08	9	5	7.98	8.64	0.66	5	4.90	[illegible]	1.24	5	4.64	5.50	0.86
09	15	7	8.49	9.51	1.03	6	5.38	6.97	1.58	6	5.00	6.73	1.73
10	8	5	13.18	14.52	1.34	5	9.60	11.48	1.88	5	9.26	10.42	1.16
11	6	4	10.35	12.30	1.95	4	9.92	9.27	-0.65	4	7.70	8.77	1.07
12	6	6	15.90	17.20	1.30	6	11.15	12.32	1.17	6	10.23	12.05	1.82
TOTAL	159	101	6.60	7.74	1.13	118	4.30	5.51	1.21	98	4.37	5.41	1.04

Mean GE Scores on ITBS (K-8) and TAP (9-12)

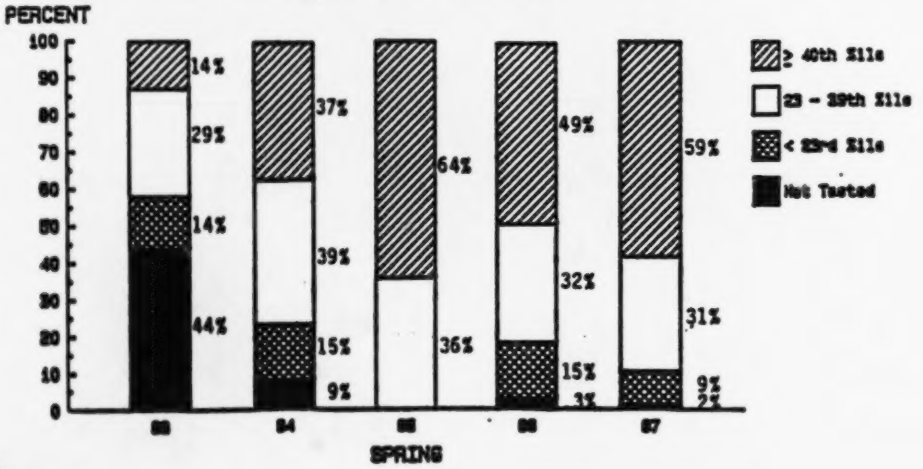
percentile in deciding when LEP students should exit. LEP students scoring below the 23rd percentile in one or both areas cannot be exited.

The achievement of students exited from LEP status (and services) in 1984-85 was checked for a five-year period--two years before exit, the exit year, and two years after exit. In 1984-85, 144 Spanish-speaking LEP students K-12 were exited. Most of those exited (129 or 89.6%) were students in grades K-6; 10 (7%) were junior high and 5 (3.5%) were senior high students. The reading and language achievement patterns of the 59 elementary students active in AISD all five years (spring, 1983 through 1987) are shown in Figures 19 and 20. (No kindergarteners and few first graders are in the sample because they could not have scores for 1983 and 1984.) **The assumption is that, in a successful program, a smaller percentage of students will not know enough English to be tested or will show low scores (23rd %ile) across time; a higher percentage will score at or above the 40th percentile.** Once exited, it is expected that students will maintain or improve their achievement. In particular, it is hoped students will not fall below the 23rd percentile in either reading or language (at which point they must re-enter LEP status).

These expectations were generally met with the 1984-85 group. The percentage of students untested or with low scores decreased in the two years preceding exit. Most students were able to maintain their achievement level once they exited. However, a small percentage of students (15% in reading and 1.7% in language) did fall below the 23rd percentile after exiting LEP programs.

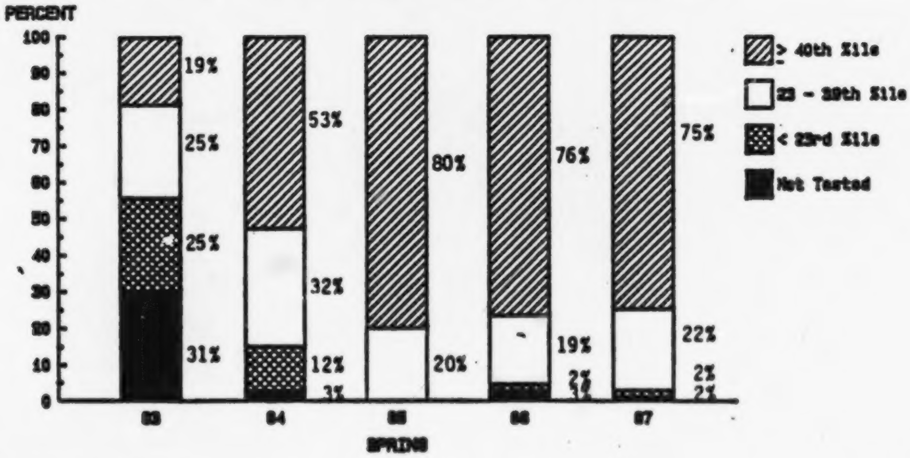
In reading, where almost all drops in scores occurred, those exiting at the 23rd-39th percentile were more likely to subsequently score below the 23rd percentile than those exiting with scores above 39 (although some in both groups later dropped). The one student who fell below 23 after exit in language scored between the 23rd and 39th percentile at exit.

FIGURE 19
ITBS ACHIEVEMENT OF SPANISH LEP STUDENTS
EXITED IN 1984-85 IN GRADES 2-6 — READING



N = 59
All of these active each year
1983 through 1987.

FIGURE 20
ITBS ACHIEVEMENT OF SPANISH LEP STUDENTS
EXITED IN 1984-85 IN GRADES 2-6 — LANGUAGE



N = [illegible]
All of those active each year
1983 through 1987.

KINDERGARTEN FOLLOW-UP (PRE-K VERSUS NO PRE-K)

Title VII funded bilingual pre-K programs in AISD in 1980-81, 1981-82, and 1982-83. The project was designed to develop Hispanic students' language skills, adapt instructional materials for AISD use, involve parents in the educational process, and train teachers in pre-K and bilingual education. All interested students were screened with the Primary Acquisition of Language (PAL) oral proficiency test. Initial one-year results were quite positive. Students in both groups would now be in grades 5, 4, and 3, respectively, if never retained. There was no reason to believe those in pre-K or not in pre-K started out at an advantage over the other group because participants were randomly selected.

National research suggests that pre-K programs can have lasting effects--especially on variables such as retention rates and special education placement. This study followed the progress of all LEP kindergarteners in AISD in 1981-82, 1982-83, and 1983-84 to see whether those who had attended an AISD pre-K program the previous year showed an advantage over those who did not enter AISD until kindergarten in terms of:

- Retention rates,
- Special Education placement,
- LEP status (dominance changes, exits), and
- Achievement growth.

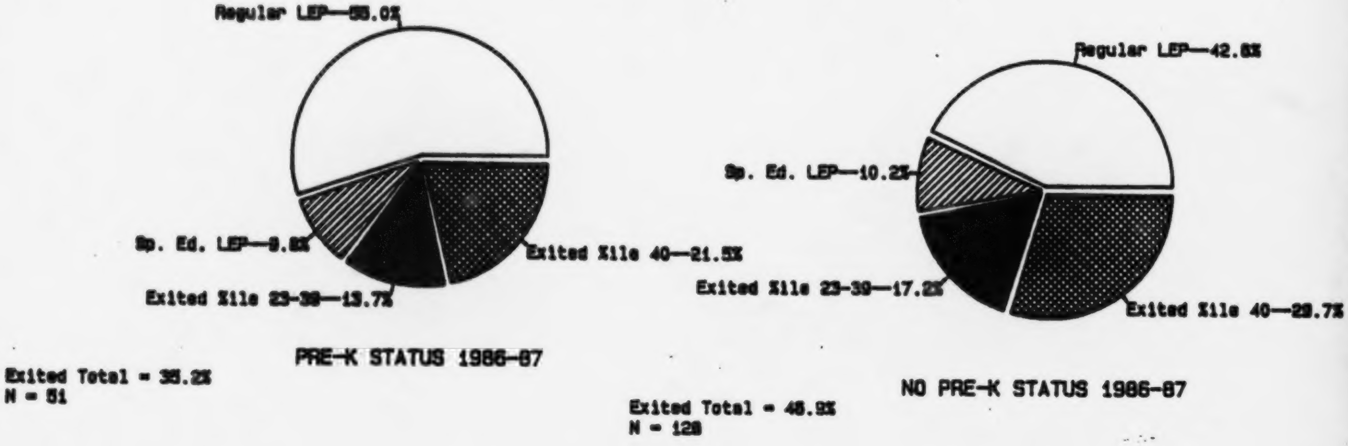
Because of the large quantity of data generated for the three groups, the group we will focus on primarily here is the 1981-82 group (for which the longest follow-up is possible). General trends across the three groups will also be included here; the technical report includes more information on all groups.

LEP and Special Education Status

AISD had 260 LEP students in kindergarten in 1981-82--195 had not attended pre-K in AISD the previous year and 65 had attended the program. Of those who attended AISD's Title VII pre-K program, 51 (78.5%) remained in AISD by 1986-87; of those who did not attend, 128 students (66%) remained. Figure 21 shows the percentage of those still active from each group who are now:

- Still LEP and in the regular program,
- Special Education LEP students, and
- Exited from LEP status.

FIGURE 21
1981-82 KINDERGARTEN FOLLOW-UP



Of students still in AISD, those attending the Title VII pre-K, compared to those not attending:

- Were referred to special education about as often (with 9.8% of the pre-K and 10.2% of the no pre-K group referred); and
- Exited less often (with 35% of the pre-K and 47% of the no pre-K group exiting).

In both groups, it was more common for students to exit with both percentile scores on the ITBS above 40 than with one or both between 23 and 39. Those exiting had been LEP for three to four years.

In the two previous years, special education rates were slightly lower for the pre-K than the no pre-K groups (15% vs. 17% for 1982-83 and 5% vs. 11% for 1983-84) but exit rates were lower as well.

Thus, there is no strong evidence that the pre-K group had lower rates of special education placement or higher exit rates (as would be expected if the program had a long-term impact). It is not known whether the fact that more of the pre-K group stayed in AISD impacted these results.

Dominance. If those served by pre-K tended to be dominant in Spanish more often than the no pre-K group, this might explain why fewer students exited. However, in the 1981-82 group, the pre-K group actually had fewer Spanish dominant students (33% versus 45%). Across time, both groups had more students become English dominant or balanced in both languages. However, the no pre-K group showed a greater degree of change (19% versus 14%). By 1986-87, 41% of the no pre-K and 50% of the pre-K group were English dominant. (It must be noted that students are often not retested until they are ready for exit, so these are conservative estimates.) In the other two follow-up years, those served by pre-K tended to be Spanish dominant more often than the other group initially, and to show a greater change towards English dominance over time.

Retention Rates

In both the 1981-82 pre-K and no pre-K groups, approximately 50% of the students were retained. Students should have been in grade 5 if not retained. The actual grade breakdowns for each of the 1981-82 groups is shown below.

		PRE-K		NO PRE-K	
		No.	Percent	No.	Percent
GRADE:	5	25	(49%)	64	(50%)
	4	23	(45%)	63	(49%)
	3	2	(4%)	1	(1%)
	2	1	(2%)	0	(0%)
TOTAL:		51	(100%)	128	(100%)

In the 1982-83 group, 50% of the pre-K and 49% of the no pre-K group were retained. In the 1983-84 group, 43% of the pre-K and 47% of the no pre-K group were retained. **Thus, there is no consistent evidence that the pre-K program resulted in fewer retentions.**

Achievement Patterns

The progress of all students in both groups who were active in AISD all five years was followed in reading, language, and mathematics (ITBS Total scores in each area were utilized). The achievement patterns for those not retained will be discussed here. The percentage of students scoring in three categories was followed over time. This included those scoring:

- Below the 23rd percentile or not tested (it was assumed those not tested would have earned a low score because of limited English ability);
- Between the 23rd and 39th percentile;
- At or above the 40th percentile.

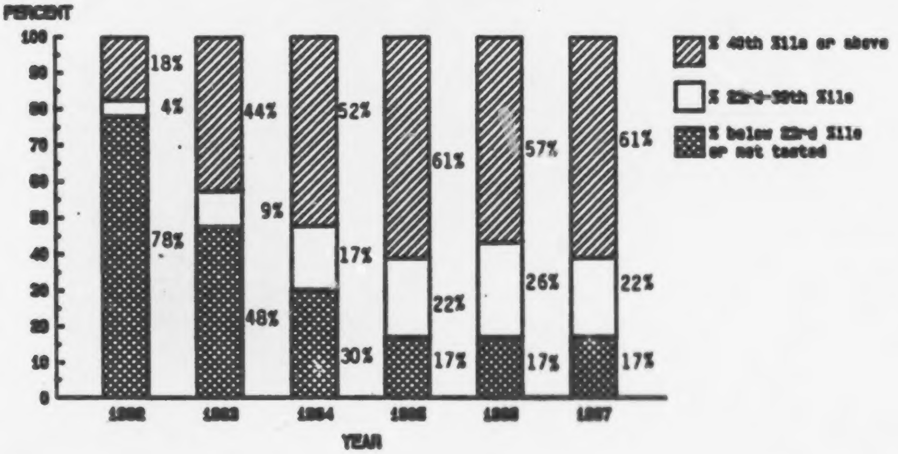
It was hoped that the percentage of students in both groups who scored below the 23rd percentile would decrease, while the percentage scoring above the 40th percentile would increase, over time. If the pre-K program had long-term effects on achievement, pre-K groups would be expected to show larger changes over time.

Two points must be kept in mind in reviewing these results:

- Reading is not tested at the kindergarten level, and
- Even the first scores listed in each area are posttests since no scores are available at the pre-K level for both groups.

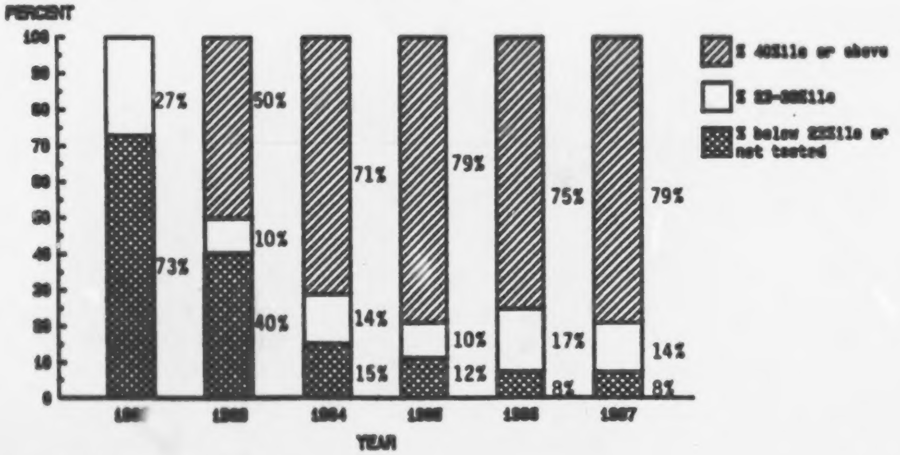
Both the pre-K and no pre-K groups showed the desired changes over time. Changes were most dramatic in language (see Figure 22), with the percentage of students scoring above the 40th percentile rising 43.5% for pre-K and 51.9% for no pre-K students. Mathematics changes were more moderate, with a 30.4% increase in the above 40 category for pre-K and a 42.4% increase for no pre-K students. Reading percentages showed the smallest changes, with 4.3% more of the pre-K and 7.6% more of the no pre-K group scoring above 40. The percentages of scores in reading, language, and mathematics in each range for both 1981-82 kindergarten groups plus the percentage of change over time are shown in Figure 23.

FIGURE 22
FOLLOW-UP ON 1981-82 KINDERGARTENERS — LANGUAGE
TITLE VII PRE-K



N=[illegible]
ITBS LANGUAGE TOTAL PERCENTILES

NO PRE-K



N=[illegible]
Students promoted all years (in grade 5 in 1986-87)

Patterns were similar for the 1982-83 and 1983-84 kindergarten follow-up groups. In terms of scoring above the 40th percentile, the degree of change was more positive for the pre-K than the no pre-K group in only two of nine comparisons (in reading and mathematics for the 1982-83 group). In terms of scoring below 23, larger decreases were seen for the pre-K versus the no pre-K group in three of nine comparisons.

Thus, pre-K students did not show better long-term achievement than did students not served. It is difficult to determine why more positive effects were not seen for the pre-K Title VII students. If time and resources permit, we hope to observe and document more fully the nature of the bilingual prekindergarten program as it now exists in AISD in the future. AISD's present program has had national recognition as exemplary and is quite different from the Title VII pre-K program. The amount of instruction provided in Spanish versus English would be one critical feature to document. Some national literature suggests that all instruction should be in the native language at this young age.

FIGURE 23
PERCENTAGE OF 1981-82 KINDERGARTEN LEP STUDENTS SCORING IN THREE PERCENTILE RANGES ON THE ITBS: PRE-K VS. NO PRE-K STUDENTS

Percentile Ranges		Percent in Each Category						Change
Reading		1982	1983	1984	1985	1986	1987	1983-87
No Score or <23	Pre-K	NA	52.2	34.7	39.0	47.7	47.8	- 4.4
	No pre-K	NA	36.6	17.3	19.0	19.2	15.3	-21.3
23-39	Pre-K	-	21.7	43.5	30.4	26.1	21.7	0
	No pre-K	-	17.3	26.9	17.3	28.8	30.8	+13.5
≥40	Pre-K	-	26.1	21.7	30.4	26.1	30.4	+ 4.3
	No pre-K	-	46.2	55.8	63.5	51.9	53.8	+ 7.6
Language		1982	1983	1984	1985	1986	1987	Change 1982-87
No Score or <23	Pre-K	78.2	47.8	30.4	17.3	17.3	17.4	-60.8
	No pre-K	73.0	40.4	15.4	11.5	7.7	7.6	-65.4
23-39	Pre-K	4.3	8.7	17.4	21.7	26.1	21.7	+17.4
	No pre-K	-	9.6	13.5	9.6	17.3	13.5	+13.5
≥40	Pre-K	17.4	43.5	52.2	60.9	56.5	60.9	+43.5
	No pre-K	26.9	50.0	71.2	78.8	75.0	78.8	+51.9
Mathematics		1982	1983	1984	1985	1986	1987	Change 1982-87
No Score or <23	Pre-K	69.6	26.0	30.4	34.7	43.4	26.0	-43.6
	No pre-K	51.8	11.6	7.7	30.8	21.2	21.2	-30.6
23-39	Pre-K	13.0	8.7	21.7	8.7	13.0	26.1	+13.1
	No pre-K	19.2	11.5	11.5	5.8	13.5	7.7	-11.5
≥ 40	Pre-K	17.4	65.2	47.8	56.5	43.5	47.8	+30.4
	No pre-K	28.8	76.9	80.8	63.5	65.4	71.2	+42.4

The 23 pre-K and 52 no pre-K students included were active all five years in AISD and not retained.

1979-80 FIFTH GRADE TITLE VII FOLLOW-UP

From 1975-76 through 1979-80, AISD received federal Title VII funds for a bilingual demonstration project at grades K-6. The Title VII Project was to build the District's capacity to implement bilingual education through staff development, curriculum development, and parent involvement. The project operated at nine campuses in 1979-80--eight elementary (K-6) and one sixth-grade campus. All students on a campus participated--all campuses had high concentrations of LEP students. One of the major findings at the end of the five-year project was that fifth graders who had participated since first grade showed greater gains in English reading than those not participating. Small but consistent increases were also seen in fifth graders' Spanish-reading skills (gains greater than for non-project students).

Title VII students in fifth grade in 1979-80, unless retained subsequently, should have graduated in the spring of 1986-87. A follow-up was done on all fifth graders in the project in 1979-80 (92 were in the project since first grade with 129 in varying lengths of time). Their progress was compared to that of Chapter 1 students, Hispanic students, and all AISD fifth graders in terms of the following variables:

- Number still in AISD,
- Number of dropouts,
- Number retained,
- Course grades of F earned.

The Title VII students would be expected to perform somewhat less well than all AISD fifth graders, but this information provides a valuable reference point. Title VII students would be expected to show rates more similar to those of Chapter 1 and Hispanic students, although their limited knowledge of English again puts them at a disadvantage (Title VII students were excluded from those two groups in the follow-up). Thus, performance equal to any of the other groups would be quite positive.

Current Status: Still in AISD Dropouts, Transfers

Figure 24 shows the number and percent of the original 1979-80 groups still in AISD, dropped out, and transferred to other districts as of 1986-87.

FIGURE 24
1986-87 STATUS OF 1979-80 FIFTH GRADERS

	Title VII		Chapter I		Hispanic		All AISD	
	N	%	N	%	N	%	N	%
Total 1979-80	221	100	637	100	924	100	3,675	100
Status 1986-87								
In AISD	124	56.1	204	32.0	363	39.3	1,899	51.7
Dropped Out	77	34.8	204	32.0	228	24.7	635	17.3
Transferred	20	9.0	249	39.1	333	36.0	1,141	31.0

Chapter 1 and Hispanic groups do not include Title VII students.

The four groups differed significantly in terms of the percentage dropping out. **Title VII students had the highest percentage of students still in AISD but also the highest percentage dropping out.** The population appears quite stable, in that only 9% transferred to other districts. The Title VII dropout rate of 34.8% is double that for all 1979-80 fifth graders (17.3%); it is closest to the rate for Chapter 1 students (28.9%).

Retention Rates

Retention rates also varied significantly across groups. **Of those still in AISD in 1986-87, 60% of the 1979-80 Title VII group were on grade level (grade 12) but 40% had been retained at least once between 1979-80 and 1986-87;** 18.5% (23 students) had been retained more than once. As Figure 25 illustrates, these retention rates are over twice that of all AISD 1979-80 fifth graders (15%). Retention rates were closer to those of Chapter 1 students (32%) and Hispanic students (23%).

FIGURE 25
1986-87 GRADE LEVEL STATUS OF 1979-80
FOLLOW-UP GROUPS

	Title VII		Chapter I		Hispanic		All AISD Grade 5	
Grade 1986-87	N	%	N	%	N	%	N	%
12	74	59.7	139	68.1	280	77.1	1,614	85.0
11	27	21.8	43	21.1	48	13.2	174	89.2
10	19	15.3	18	8.8	25	6.9	87	4.6
9	4	3.2	4	2.0	9	2.5	23	1.2
8	-	-	-	-	1	.3	1	.1

Courses Grades -- F's Earned

The percentage of failing and passing grades earned during the spring of 1986-87 was determined for courses taken by all groups. Courses in which seven or more former Title VII students were enrolled were selected; course grades for these same courses were then examined for the other groups as well. The courses included are listed below.

English (IB, IIIB, IVB, IVB Academic)
Correlated Language ARts (IIIB)
Recordkeeping
Foods and Nutrition
Family Living
Informal Geometry
Introduction to Biology
Cooperative Training
Chemistry
U.S. History
U.S. Government
Sociology
Advanced Social Studies
Health
Vocational Office Education (VOE)

Pass and fail rates for these courses combined are shown in Figure 26. The **Title VII follow-up group had the highest failure rate (20.2%)**, again double that of all AISD follow-up students (10.3%). Rates were more similar to those of Chapter 1 (15.4%) and Hispanic (14.4%) students.

FIGURE 26
1979-80 TITLE VII FOLLOW-UP GROUPS
COURSE GRADES--PASS AND FAIL

	Title VII		Chapter 1		Hispanic		All AISD	
	N	%	N	%	N	%	N	%
Pass	42	79.8	193	84.6	379	85.6	2,190	89.7
Fail	166	20.2	35	15.4	64	14.4	251	10.3
Total Grades Earned	208	100.0	228	100.0	443	100.0	2,441	100.0

Includes common courses taken by all groups, spring, 1987. Grades earned exceed number in each group because some students were enrolled in more than one course included.

Failure rates were lower for Title VII students than for the other groups for some of the 16 courses. The English IVB academic rates were lower for the Title VII than for any of the other groups. U.S. Government failure rates were lower for Title VII than for Chapter 1 or Hispanic students. Overall, Title VII failure rates were lower than Chapter 1's in three courses, lower than Hispanic's in five courses, and lower than all AISD students in four courses.

Summary

The boost provided by Title VII did not appear sufficient to overcome limited English ability in the fifth-grade follow-up. Fifth graders in Title VII in 1979-80 had higher rates of retention, dropping out, and failing than the 1979-80 Chapter 1 students as well as the other two comparison groups.

PRUEBA DE LECTURA

It is difficult to evaluate the academic achievement of Spanish-dominant or monolingual students (LEP A and B categories) because they often cannot comprehend enough English to take the ITBS. The achievement of these students was monitored using the Spanish reading achievement of LEP A and B students in grades 2-6 on the Prueba de Lectura.

The Prueba de Lectura provides a measure of level of comprehension, speed of comprehension, and vocabulary in Spanish reading. It is administered each March to LEP A and B students by ORE testers. The maximum raw score is 110. The table below shows the performance in raw scores for 1986 and 1987 of those tested both years.

- Mean scores increased by grade level;
- All groups showed increased knowledge of Spanish reading;
- The most growth occurred for those who moved from second to third grade;
- The least growth occurred for those moving from fifth to sixth grade.

FIGURE 27
PRUEBA DE LECTURA PERFORMANCE FOR SPANISH DOMINANT/MONOLINGUAL STUDENTS 1986-87*

	GRADES IN 1986-87			
	3	4	5	6
1986	51.0	62.6	68.2	73.7
1987	63.2	70.7	75.5	79.9
GAIN	12.2	8.1	7.3	6.2
N	91	70	39	35

*Reflects mean raw scores only for those tested both years.

These results roughly parallel those found last year, except that students appeared to show slightly smaller gains than last year at all grade levels. The fact that gains declined somewhat across grades may reflect less time spent on Spanish at the upper elementary grades or less room for growth (many students show very high scores in grades 5 and 6). One caution for interpreting these results is that students are not retested for dominance each year. Therefore, some students may be more proficient in English than their status implies.

DROPOUT RATES

Figure 28 shows the 1985-86 high school dropout rates by ethnicity, sex, and grade for LEP students and for the District.

- LEP students' overall dropout rate (21.3%) was twice as high as the overall District rate (10.7%).
- Hispanic LEP students had the highest dropout rate (23.6%) which was about 8% higher than for Hispanics at the District level (15.3%).
- 24.3% of the LEP males dropped out while 17.3% of the females dropped out.
- LEP ninth graders were most likely to drop out (29.4%), while 12th graders were least likely to drop out (3.2%). This was also true for the District.

FIGURE 28
ANNUAL 1985-86 HIGH SCHOOL DROPOUT RATE BY ETHNICITY, SEX, AND GRADE FOR LIMITED-ENGLISH-PROFICIENT STUDENTS AND THE DISTRICT

	LEP STUDENTS			DISTRICT		
Group	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Black	0	1	0.0	314	3,204	9.8
Hispanic	55	233	23.6	661	4,316	15.3
Other	15	94	16.0	936	10,374	9.0
Female	24	139	17.3	883	8,829	10.0
Male	46	189	24.3	1,028	9,065	11.0
Grade 9	48	163	29.4	911	6,393	14.2
Grade 10	13	83	15.7	456	4,500	10.1
Grade 11	8	51	15.7	354	3,713	9.5
Grade 12	1	30	3.2	190	3,288	5.8
Total	70	328	21.3	1,911	17,894	10.7

Although the dropout rate for LEP students is high, it may be a slight overestimate. One reason is that if a student goes back to their native country, that country is less likely to request a transcript than a U.S. school. Since transcript request is the basis used for calculating dropout rates, it is possible that some students who were really in school were considered dropouts because a transcript was never requested for them. Thus, caution should be used in interpreting the dropout rates.

IS AISD'S SECONDARY TITLE VII PROGRAM HAVING AN IMPACT?

PROGRAM IMPLEMENTATION AND SERVICES

Costs

The overall cost of Title VII in 1986-87 was $87,893, or $320.78 per student (274). Program implementation will be explored in terms of Title VII's four components.

Staff Training

Staff training provided ESL endorsement classes and teacher workshops. In 1986-87, teachers could take the third and fourth of a series of four ESL semester courses leading to endorsement certification. Interested staff could also participate in workshops at the program schools.

Endorsement Classes

The following is true about the endorsement implementation:

- This year 14 program teachers enrolled in the third ESL course and seven enrolled in the fourth and final ESL endorsement course (five finished the fourth course).

- Three teachers completed all four courses offered in 1985-86 and 1986-87 leading to endorsement.

- Three courses were finished by five teachers and six completed two courses. One course was finished by 11 teachers. Thus, 25 teachers were involved overall.

- The three teachers completing all four endorsement courses instructed students in:
  Language
  Social Studies
  Vocational Arts

- Teachers completing two or more courses served students in:

Reading	Social Studies
Language	Science
Mathematics	Art

- The total cost to Title VII for the tuition of the 21 teachers who enrolled in the two endorsement classes in 1986-87 was $4,235, or $201.67 per endorsement participant.

The five AISD teachers who finished the last course were asked to complete a survey; three of them were program teachers who finished all courses in the ESL endorsement series. The following was expressed by these teachers:

- Of the five teachers, four responded they had learned "a lot" from the last class; one stated that "some" learning had occurred.
- Four of the teachers indicated the ESL courses were worth their expenditure of time -- one did not.
- While two teachers believed endorsement class participation had improved their LEP students' English skills; two were more neutral. One did not have any LEP students.

A count was done of the number of LEP students served by teachers who had completed two or more of the four endorsement courses in 1985-86 or 1986-87. It was felt that teachers enrolled in more than one course were more likely to use ESL techniques enough to have a measurable impact on students' learning. Overall, 98 students were served. (See Figure 29.) Of course, other students were, or will be, impacted somewhat -- those served by teachers participating in one class, non-LEP students, and students to be served in coming years by all endorsement teachers. However, in terms of program students, most of those served were at Travis where five teachers completed two or more endorsement courses. Most Travis students were taught by one of two ESOL teachers. She was bilingually endorsed through a grandfather clause in the state law, and took the courses to formalize her training.

FIGURE 29*
TITLE VII STUDENTS SERVED BY
ENDORSEMENT TEACHERS IN 1986-87

School	Number Served						
	7	8	9	10	11	12	Total
Murchison	1	0	0	0	0	0	1
Anderson	0	0	2	0	0	0	2
Johnston	0	0	10	0	0	0	10
Travis	0	0	39	27	14	5	85
Total	1	0	51	27	14	5	98

Includes 14 teachers in two or more endorsement courses

Teacher Workshops

Workshops were implemented as planned and focused on two topics:

- Designing lesson plans for LEP students, and
- Mainstreaming LEP students in secondary content area classes using cooperative learning techniques.

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*Figure numbers do not start with Figure 1, because this was taken from a longer report, Programs for Students with Limited English Proficiency: Evaluation 1986-87.

The lesson plan workshop was held in December, 1986, and was attended by nine teachers. In-service evaluation questionnaires were filled out by participants. **Teachers indicated overall satisfaction with the workshop program and presenter** in terms of:

- Presentation and meeting of objectives,
- Interest level,
- Presentation of information,
- Effective uses of printed materials,
- Usefulness of content,
- Knowledgeability and preparation of presenter.

Eight of nine respondents said they would like more related training.

The second group of workshops, which focused on using cooperative learning for mainstreamed LEP students, was held during the spring of 1987. The series of five workshops, repeated twice, was attended by 18 program teachers. Teachers were asked to complete a pre- and post workshop survey.

Participants surveyed at the beginning of the series had a wide range of familiarity with cooperative learning concepts and techniques. The seven teachers responding to the survey at the end of the course provided generally positive responses.

- All were implementing cooperative learning techniques,

- All felt adequately prepared to use the techniques.

The pre- and post-survey responses for these seven teachers were reviewed for each of the 10 items. The number of responses which became more positive varied from 4 to 7 per item. All teachers felt more comfortable defining the term "cooperative learning"; 6 of 7 believed they were able to organize effective cooperative learning groups and select appropriate materials for cooperative learning better. The two items for which only four of the seven teachers showed improved ratings at the end related to their familiarity with research on cooperative learning and their comfort in using the techniques. The three who were somewhat familiar with the literature and almost always felt comfortable with the techniques initially were the ones whose ratings did not change after the workshop series. **Thus, overall responses were positive.**

Tutor Assistance

During 1985-86 and 1986-87, University of Texas tutors from multicultural classes assisted program LEP students. Plans for 1986-87 were to assign tutors to all four campuses both semesters. Tutors were assigned to all four program schools first semester. Second semester, Anderson did not have any tutors because of problems in assignment coordination and tutor transportation. First semester, 1986-87, 39 tutors were assigned to program LEP students at the four program campuses; 30 tutors were assigned second semester to program LEP students at three schools. In 1986-87, 120 program LEP students received tutoring services. This was considerably more than the 78 program students in 1985-86 who were served.

Two data collection problems impacted counts of students served and comparisons of tutored and nontutored students' performance. Both problems may have resulted in some tutored students being assigned to the nontutored group.

- First semester, no tutor records were received from one school and both semesters data were incomplete from all schools. Also, some tutor records lacked the last names of the tutored students. Attempts were made to trace last names, but in some cases it was impossible and data were lost.
- This year other community groups have been tutoring at the four program schools. This was not determined until spring interviews. Names of those tutored by others were not available. Some program LEP students who were designated as nontutored may have actually been tutored.

Evaluation findings examining the gains of tutored and nontutored program students may be found in this final report under English Proficiency and English Achievement. Significant differences in favor of tutored students were not found for English proficicency on the LAB. While ITBS /TAP percentile scores increased more for tutored students than nontutored in 6 of 8 comparisons, they could not be tested for significance because of small sample size.

National research (Cohen, 1982) suggests peer tutoring programs are most effective when:

- Highly structured with well-planned curricula and methods,
- Focused on basic content and skills, and
- Relatively short in duration (a few weeks or months).

Title VII and UT staff should explore whether more extensive training of tutors could strengthen the program still further. More training of students in the use of ESL techniques might be particularly helpful, because most speak only English. Also, logs indicate tutors often worked with the whole class--this does not really constitute "tutoring."

Parent Workshops

This new 1986-87 component was implemented as planned. A series of six workshops, repeated three times, dealt with the following topics.

- Helping your children learn
- Extracurricular activities
- Preventing runaways
- Helping your children say "no" to drugs and alcohol
- Sexual problems of adolescence

- Ethnic differences in the role and authority of police in assisting students
- Importance of communication
- Adjustment to a new culture and country
- Hispanic conflicts and acceptance
- New immigration law

Parent workshops were given by a Spanish/English speaking clinical psychologist, with a background in education and counseling. Evaluation forms completed at each meeting indicated that parent attendance varied between 3 and 100. Attendance was reportedly even higher at some sessions based on staff reports (all may not have turned in evaluation forms). **Overall, the evaluations were uniformly positive.**

Parents wanted more discussion about the following topics:

- Approaching sex education with their children
- New immigration law
- Drugs in adolescence
- Helping children take advantage of school
- Signs and causes of homosexuality

Curriculum Development

Handbook sections on philosophy methodology/techniques, lessons, and videotapes were written and reorganized. The bibliography has been revised with new entries added. Also, a consultant prepared a synthesis of different ESL methodologies with sample lessons.

ENGLISH PROFICIENCY

The Language Assessment Battery is a language proficiency test. Title VII project students were administered the English portion in the fall and spring to evaluate progress in English oral proficiency. The highest possible score is 92.

The English proficiency objective was that students' average posttest percentile scores on the English Assessment Language Battery (LAB) would be higher than the pretest percentile scores. The objective was met by students at grades 10, 11, and 12 (see Figure 30). AISD Title VII students in grades 7, 8, and 9 had such limited proficiency that their scores remained at the first percentile despite raw score gains. Percentile norms are more sensitive to proficiency gains in the middle and upper ranges of scores. LAB norms are based on English speakers in New York City. Students with little English proficiency must earn 45 to 53 points to get beyond the first percentile (based on grade). Because percentiles were not considered an accurate measure of growth at these grade levels, raw scores were also examined.

Four out of six grade levels showed significant growth in raw scores--grades 8, 9, 10, and 11.

FIGURE 30
LAB PERCENTILE AND MEAN RAW SCORES FOR PROGRAM STUDENTS, 1986-87 BY GRADE

GRADE	N	FALL MEAN RAW SCORE	FALL PERCENTILE	SPRING MEAN RAW SCORE	SPRING PERCENTILE
7	18	35.22	1	38.44	1
8	10	34.80	1	42.60*	1
9	27	39.50	1	52.18*	1
10	21	51.95	4	60.00*	7
11	9	58.67	5	65.89*	8
12	5	58.20	3	67.20	6

* = Gains significant at $p<.05$ level

In terms of English proficiency the following was also found:

- A slightly greater percentage of program participants made gains in 1985-86 than in 1986-87. Of the program students with both pre- and posttests, 109 of the 131 (83.2%) 1985-86 participants made gains in the English LAB; in 1986-87, 71 (78%) of the 91 participants showed gains.

- In terms of meeting District standards for showing English proficiency (23rd percentile on the LAB), this year four students of the 91 with pre- and posttest scores reached proficiency. None reached proficiency last year.

- The mean raw score gains of both the program students who were tutored by University of Texas students and those who were not tutored were highly significant (at the .0001 level).

- Regression analysis revealed that there was no significant difference between the patterns of growth of the tutored and nontutored groups. Both groups showed raw score gains at all grade levels. In the tutored group these were significant at one out of six grade levels; nontutored raw score gains were significant at three out of six grade levels. (See Figure 31.)

- The percentage of tutored students making gains in 1986-87 (86.4%) was considerably higher than that found in 1985-86 (47.2%).

FIGURE 31
LAB PERCENTILE AND MEAN RAW SCORES FOR
TUTORED/NONTUTORED STUDENTS IN 1986-87, BY GRADE

TUTORED		FALL	1986-87	SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	7	34.14	1	38.43	1
8	5	31.00	1	36.80	1
9	16	38.88	1	53.31*	2
10	9	52.44	4	59.56	6
11	5	54.20	3	65.20	8
12	2	42.00	1	57.00	3
NONTUTORED		FALL	1985-86	SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	11	35.91	1	38.46	1
8	5	38.60	1	48.40	2
9	12	40.33	1	50.67*	1
10	12	51.58	3	60.33*	7
11	4	64.25	8	66.75	9
12	3	69.00	7	74.00*	11

* = Significant at $p < .05$

In summary, English proficiency mean raw score gains were seen at all grade levels; these were significant at four out of six grade levels. Most individual students showed gains (78%), and a small group were able to show English oral proficiency this year.

While no significant difference between the tutored and nontutored groups in LAB gains from pre- to posttesting was evident, several factors may have affected these outcomes. All tutor records were not returned, so some students in the nontutored group may actually have been served. Also, this year other service groups offered tutoring to students at the program schools; some LEP students may have been served but this is unknown. Some students were at schools that had tutors for two years, while others were part of a newly implemented tutoring program this year. How these variables influenced the outcomes is unknown.

ENGLISH ACHIEVEMENT (ITBS/TAP)

Most Title VII students have not been in AISD or its programs for LEP students for very long. Two-thirds (65%) of the 120 junior high and 59% of the 132 senior high students in Title VII at year's end had been participating less than two years. Students had to be in AISD a minimum of 1.1 years to be in the achievement analyses since scores for May, 1986 and 1987 were required. Overall, 56% of the Title VII students could be validly tested both years. Students in AISD LEP programs less than two years represented 42% of those tested.

Grade Equivalent Scores--1986 to 1987

Most analyses were performed using percentile scores as required by program objectives. However, grade equivalent scores offer another perspective on the growth students demonstrated. Gains at the three Title VII high schools combined and Murchison Junior High are shown in Figures 32 and 33.

Students scored below the national norm in both 1986 and 1987 in all areas. Students scored closest to the national average in mathematics. Gains of greater than 1 GE help these students close the gap between their performance and the national norm.

- **Murchison 7th and 8th graders showed average gains exceeding 1 GE in reading, language, and mathematics at grade 7. Grade 8 average mathematics gains were considerably less than 1 GE (.69).** Last year's mathematics gain was also below 1 GE. Murchison had no 8th grade bilingual mathematics teacher for part of last year; this year Murchison was still understaffed in mathematics--one period each of seventh and eighth grade bilingual mathematics was taught. Thus, many Title VII students had mathematics with an English-speaking teacher.

- **Title VII high school average gains exceeded 1 GE in mathematics and language at all grades (10, 11, 12) but were considerably less than 1 GE (.2 GE) in reading at grades 10 and 12 (.4 GE).** Grade 11 reading gains were strong (1.6 GE). The number tested was less than 20 at grades 11 and 12. The reason for the low reading gains is unclear. Grade 9 gains cannot be discussed because students are tested with the ITBS in grade 8 and the TAP in grade 9. Test characteristics and norms are too dissimilar to allow valid comparisons.

Percentile Scores (1986-87)

Overall English achievement outcomes were evaluated in terms of the formal objective which stated that program students average posttest percentiles (spring, 1987) would be higher than their average pretest percentiles (spring, 1986).

Figures 34-and 35 show that **the objective was met in each subject by most grade levels; percentiles increased in 17 of 23 comparisons by subject and grade.**

- By subject, mathematics was the best area, with gains at all grade levels. Reading and social studies showed the least improvement.

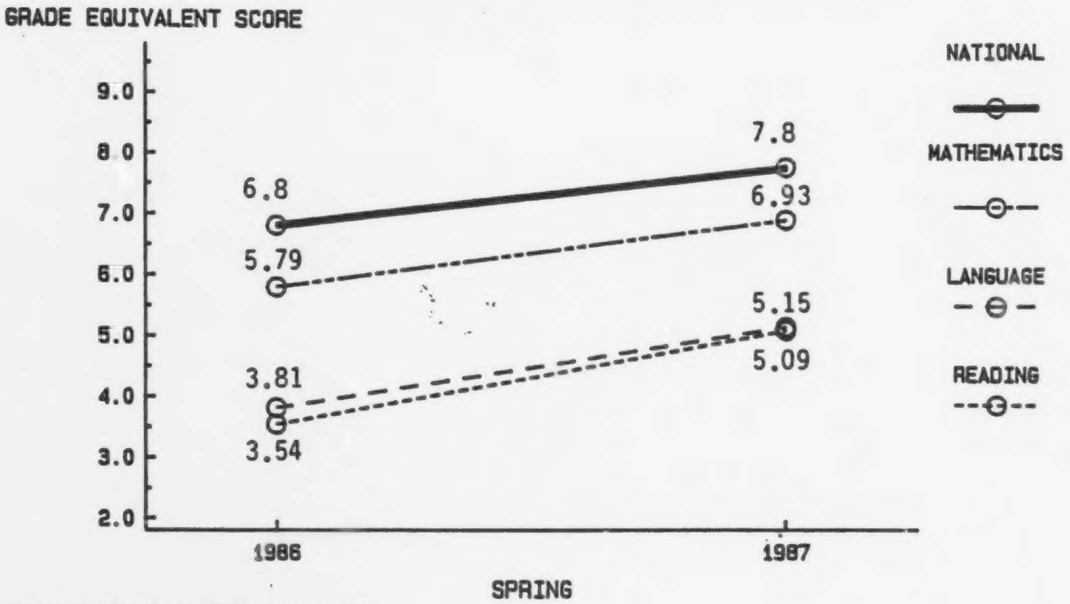
- By grade, grade 7 showed the best performance, with gains in all areas. Grades 10 and 12 improved in the fewest areas (3 of 5).

FIGURE 32
TAP MEAN GE SCORES
TITLE VII HIGH SCHOOLS ONE-YEAR FOLLOW-UP-- 1986 (PRE) AND 1987 (POST)

		MATHEMATICS				LANGUAGE				READING			
	TOTAL IN GROUP	NUMBER TESTED	PREMATH MEAN	POSTMATH MEAN	MATHGAIN MEAN	NUMBER TESTED	PRELANG MEAN	POSTLANG MEAN	LANGGAIN MEAN	NUMBER TESTED	PREREAD MEAN	POSTREAD MEAN	READGAIN MEAN
GRADE													
09	60	32		7.89		32		6.81		32		6.24	
10	41	20	7.47	9.04	1.57	20	6.42	7.68	1.26	20	6.45	6.58	0.13
11	19	13	8.38	9.58	1.20	12	6.12	7.21	1.09	13	5.42	6.96	1.55
12	13	9	9.64	11.14	1.50	9	6.41	7.98	1.57	9	6.74	7.16	0.41
TOTAL	133	74	8.17	8.89	0.72	73	6.10	7.26	1.15	74	6.04	6.57	0.53

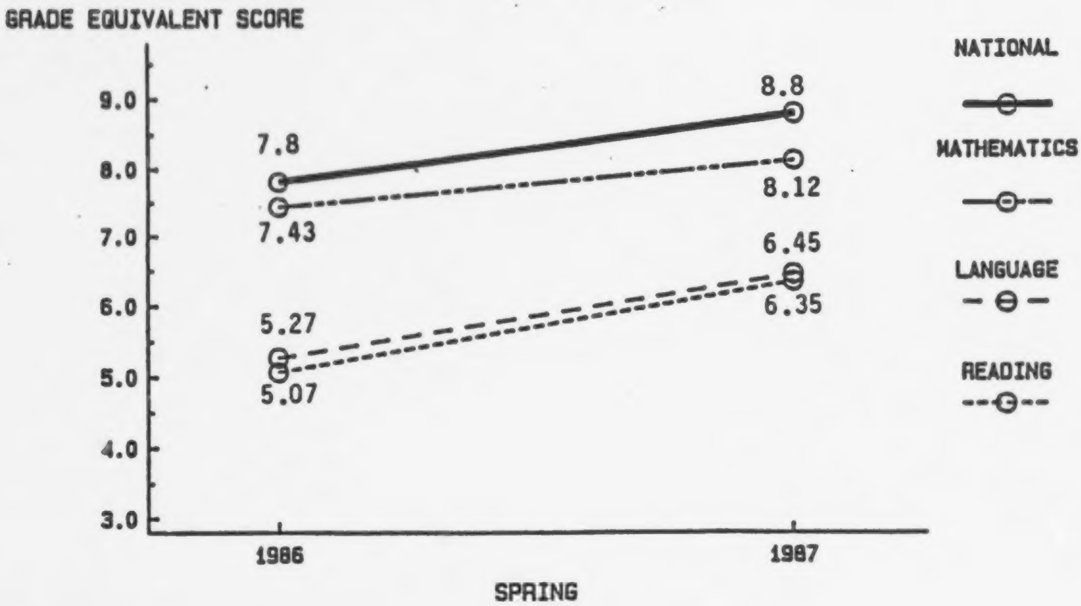
Note: Gains could not be calculated at grade 9 because students were tested at grade 8 with the ITBS. 1982 norms.

FIGURE 33
GRADE 7 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 ~~AND 1987~~



Grade Equivalent (GE) scores for students tested both years. 1982 norms. N = 30-37

GRADE 8 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 AND 1987



Includes LEP students dominant or monolingual in Spanish or balanced in English and Spanish.
N = 30-33

FIGURE 34
PERCENTILE GAINS OF TITLE VII STUDENTS ON THE 1987 ITBS/TAP

	Reading				Language				Mathematics				Social Studies				Science			
Grade	N	Median			N	Median			N	Median			N	Median			N	Median		
		Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain
7	36	3.5	10	6.5	31	5	10	5	37	9	18	9	2	5	11.5	6				
8	32	8	13	5	31	12	17	5	31	18	25	7	31	14	13	-1				
10	18	13	8.5	-4.5	18	14.5	13	-1.5	18	13	28	15	16	13	16	3	16	5	12.5	7
11	12	1	6.5	5.5	11	4	10	6	12	14	15	1	12	6	7.5	1.5	12	10	2.5	-7.5
12	10	12.5	12.5	0	10	16	21.5	5.5	10	28.5	39.5	11	9	15	9	-6	9	9	13	4

FIGURE 35
GRADES MEETING THE ACHIEVEMENT OBJECTIVE ON THE 1987 ITBS/TAP

CONTENT AREA	OBJECTIVE MET	OBJECTIVE UNMET
Reading	7,8,11	10,12
Language	7,8,11,12	10
Mathematics	7,8,10,11,12	
Social Studies	7,10,11	8,12
Science	**10,12	11

* Ninth graders were excluded from all analyses, because they took the ITBS in 1986 and the TAP in 1987.

** Grades seven and eight do not take the science test.

Additionally, the overall student gains were examined for tutored and nontutored students. Grades 7-8 and grades 10-12 were collapsed to adjust for the small numbers tutored at individual grades. As can be seen in Figure 36, tutored students exhibited more improvement than nontutored in 6 of 9 comparisons. Sample sizes were too small for significance testing.

FIGURE 36
PERCENTILE GAINS OF TUTORED AND NONTUTORED TITLE VII STUDENTS ON THE 1987 ITBS/TAP

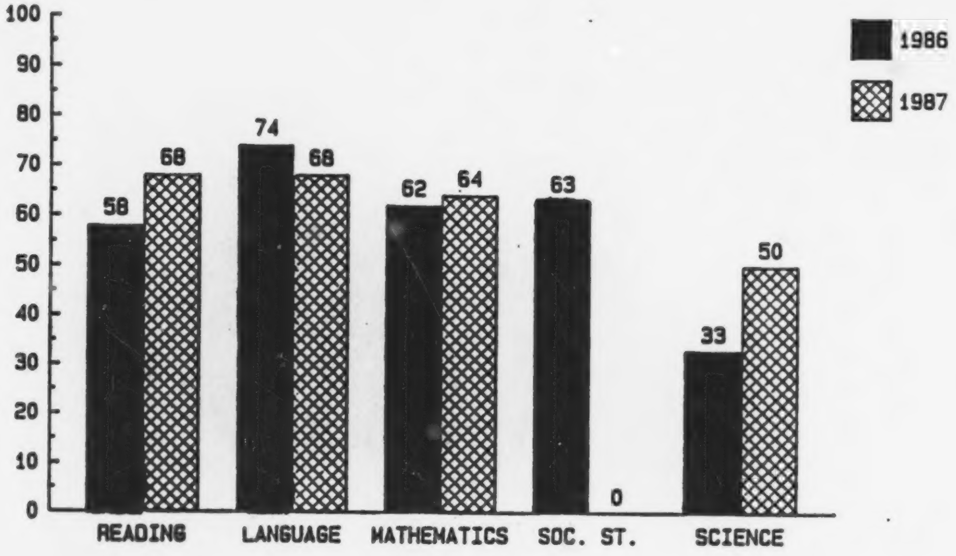
	Tutored	Reading				Language				Mathematics				Social Studies				Science			
Grade		N	Median			N	Median			N	Median			N	Median			N	Median		
			Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain		Pre	Post	Gain
7-8	Yes	19	4	13	9	18	12	19.5	7.5	11	18	23	5	0	0	0	0				
	No	49	5	11	6	44	7	12.5	5.5	57	12	24	12	63	11	12	1				
	Total					62				68											
10-12	Yes	3	1	11	10	7	1	8	7	3	6	20	14	2	18	7	-11	4	3	18	15
	No	37	9	8	-1	32	11	16.5	5.5	37	23	33	10	35	10	11	1	33	8	14	6
	Total	40				39				40				37				37			

Only students tutored in each area with pre- and posttests are included; no one tutored in social studies at grades 7 and 8 had both scores.

Also, the percentage of those students with gains in 1986-87 was compared to those with gains in 1985-86. The results are shown in Figure 37. In 1987, a greater percentage of tutored students made gains in reading, mathematics, and science. However, caution should be noted in interpreting the findings; the number of tutored students with ITBS/TAP scores (excluding grade nine) in 1987, was much smaller than in 1986. (The N was so small in both social studies and science that no real comparison can be made.)

FIGURE 37

PERCENTAGE OF TUTORED STUDENTS WITH ITBS/TAP GAINS 1985-86 AND 1986-87



Scores of both years' ninth graders were excluded

SPANISH PROFICIENCY AND ACHIEVEMENT

Spanish proficiency and achievement was measured by La Prueba Riverside de Realizacion en Espanol (Prueba Riverside), which measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the Iowa Tests of Basic Skills. The highest possible raw score varies from 25 to 30, depending upon the subtest. La Prueba Riverside was administered at Murchison, because Title VII LEP students received bilingual instruction in the content areas plus ESL. At Travis, LEP students received one daily period each of Spanish for Native Speakers and ESL; content areas were taught in English. In the case of Travis, La Prueba Riverside was administered to evaluate school achievement in the students' more fluent language.

The two objectives used to evaluate students' Spanish proficiency and achievement stated that the percentage of Title VII Program students making gains in language and other content areas would be higher in 1986-87 than in 1985-86. Overall, the percentage of students making gains increased in every subject area. As can be seen below, both schools met the objective in three of five areas, narrowly missing the objective in the other areas. It should be noted that Murchison has had limited bilingual mathematics instruction over the past two years.

FIGURE 38
PERCENTAGE OF TITLE VII STUDENTS SHOWING GAINS LA PRUEBA RIVERSIDE

SUBJECTS	MURCHISON				TRAVIS			
	N	1985-86	N	1986-87	N	1985-86	N	1986-87
Reading	75	61%	101	73%	12	33%	47	75%
Language	75	59%	101	72%	13	54%	47	53%
Mathematics	76	67%	101	65%	13	46%	47	81%
Social Studies	76	54%	101	60%	12	75%	47	72%
Science	76	57%	99	57%	12	42%	47	57%

Mean raw score gains were examined by grade level; 16 of 20 comparisons were significant (see Figure 39). Actual scores are shown in the technical report.

- Grade 7 showed significant gains in all subjects, with grades 9 and 10 showing significant gains in four of five areas. Grade 8 showed significant gains in three areas.

- Significant gains were seen at all four grade levels in reading and mathematics; gains were significant in language and social studies at three grades and in science at two.

Thus, Prueba Riverside results were quite positive.

FIGURE 39
GRADE LEVELS WITH SIGNIFICANT AND NOT SIGNIFICANT GAINS ON LA PRUEBA RIVERSIDE -- 1986-87

SUBJECT	SIGNIFICANT	NOT SIGNIFICANT
Reading	7,8,9,10	
Language	7,8,9	10
Mathematics	7,8,9,10	
Social Studies	7,9,10	8
Science	7,10	8,9

Gains significant at $p < .01$ level or greater

DROPOUT RATES

Figure 40 shows the 1985-86 secondary dropout rate of program LEP A and B students (English monolingual, or Spanish dominant) and other LEP C,D, and E students (bilingual, English dominant, and English monolingual) attending Title VII program campuses. Rates cover the period of September through July of 1985-86. Students are considered dropouts if they leave AISD during the year and a request for a transcript is not received by July 1. LEP dropout rates are overestimates to the extent that students return to other countries that do not request transcripts.

- The LEP dropout rate for Spanish speakers at the four Title VII schools overall (18%) was well above the District rate (10.7%) and slightly above the District's Hispanic rate (15.3%).

- The rate for program students (LEP A and B) was slightly lower (18%) than that for LEP C, D, and E students (20%) at the Title VII schools.

- The LEP dropout rate was highest at grade 9 (37%) with little difference between program and other LEPs at the schools for both program students and for other LEP students at the schools.

- Murchison Junior High LEP students were less likely to drop out (90%) than Title VII senior high schools, regardless of their LEP status.

FIGURE 40
ANNUAL 1985-86 SECONDARY DROPOUT RATE FOR TITLE VII SCHOOLS SPANISH DOMINANT/MONOLINGUAL (LEP A&B) VERSUS OTHER SPANISH LEP (A, B, & C) STUDENTS

Group	LEP A & B STUDENTS			LEP C,D,E STUDENTS			COMBINED LEP STUDENTS (A,B,C,D,&E)		
School	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Murchison	10	109	9%	4	40	10%	14	149	9%
Travis	20	58	34%	5	17	29%	25	75	33%
Johnston	4	17	24%	5	21	24%	9	38	24%
Anderson	0	9	0%	6	24	25%	6	33	18%
TOTAL	34	193	18%	20	102	20%	54	295	18%
Grade									
7	3	42	7%	2	17	12%	5	59	8%
8	7	67	10%	2	23	9%	9	90	10%
9	17	45	38%	13	37	35%	30	82	37%
10	6	27	22%	2	14	14%	8	41	20%
11	1	12	8%	1	11	9%	2	23	9%
12	0	0	0%	0	0	0%	0	0	0%
TOTAL	34	193	18%	20	102	20%	54	295	18%

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BILINGUAL/ESL PROGRAMS

Appendix A

IDEA Oral Language Proficiency Test

IDEA Oral Language Proficiency Test

Introduction

This appendix provides information on the IDEA Oral Language Proficiency Test (IPT). The following decision and evaluation questions are addressed:

Decision Question D2: Should staffing be changed or increased to better meet the needs of LEP students?

> **Evaluation Question D2-3:** What is the dominance of this year's new LEP students compared to last year's (PAL versus IDEA and elementary versus secondary)? How many new LEP students were classified as limited in both English and Spanish?

Procedure

The IDEA Oral Language Proficiency Test (IPT) replaced the Primary Acquisition of Language (PAL) in 1986-87 as the oral language proficiency screening instrument for Limited English Proficient (LEP) students in the Austin Independent School District (AISD) at grades pre-K through 6.

It is difficult to truly evaluate the effectiveness of the IDEA as a screening tool after only one year of use. Thus, what we have done is present information that was available this year.

The first thing that was done at the beginning of the 1986-87 school year was to send out IDEA materials to the schools. Materials for administering the IDEA Oral Proficiency Test were sent to the principals at each of the elementary schools on August 18 and 19, 1986. The number sent to each school was based on the number of PAL's (Primary Acquisition of Language Test) given the previous year. Only one Examiner's Manual was sent per school and one set of pictures was sent for every 25 students tested. Answer sheets were sent according to the number tested in 1985-86. Other pieces of information sent were:

- How to administer and score the IDEA (pages in handbook),
- Appendix A (Rationale of test items),
- ALERT (Spanish Pre-K norms), and
- Pre-K labels.

Materials for the test were also sent in Spanish. An Examiner's Manual in Spanish was sent only to those schools with at least 50 Spanish PAL's given. The picture booklets and the answer sheets were distributed as for the English.

The number sent to each school was well documented. Sign-out sheets were made to record what was sent to which school (see Attachment A-1).

There were problems, however, with sending out materials too early in the year because in most schools the person responsible for the identification of limited-English-proficient students was either not assigned or not working yet. Consequently, some of the test materials were misplaced and in a few cases never found. It was decided that in 1987-88 the test materials would not be sent as early and that when they were the packages would be better labeled to insure that they would go to the appropriate person.

A concern addressed in this appendix results from several school personnel who administered the IDEA questioning test results. It seems a considerable number of pre-K and as LEP students scored as non-English and non-Spanish speaking or as very limited in both. To get a better grip on the situation, a count of LEP students falling into each of the score categories was run and looked at more closely.

Evaluation Question D2-3 is also answered in this appendix.

Results

The IDEA Oral Language Proficiency Tests if taken in English and Spanish can produce a combination of scores resulting in seven different dominances based on the AISD LEP Dominance Guide (see Attachment A-2).

The four score combinations of concern were:

Non-English Speaking (NES) + Limited-Spanish Speaking (LSS)
Limited-English Speaking (LES) + Non-Spanish Speaking (NSS)
Non-English Speaking (NES) + Non-Spanish Speaking (NSS)
Limited-English Speaking (LES) + Limited-Spanish Speaking (LSS)

The District Priorities data analyst ran a count of all the Hispanic LEP students (Pre-K through 6) tested with the IDEA as of January, 1987. The complete count of LEP student scoring in each of the combinations is listed in Attachment A-3.

Figure A-1 shows the number of students scoring in the four score combinations.

Figure A-1
IDEA TEST SCORES FOR HISPANIC LEP STUDENTS.

	Pre-K Only		K Only		Total 1-6		Total Pre-K to 6	
NES + LSS	111	29.1%	97	23.9%	60	19.3%	268	24.4%
LES + NSS	99	25.9%	79	19.5%	24	7.7%	202	18.4%
NES + NSS	104	27.2%	37	9.1%	30	9.6%	171	15.6%
LES + LSS	39	10.2	68	16.7%	21	6.8%	128	11.6%
SUBTOTAL	**353**	**92.4**	**281**	**69.2%**	**135**	**43.4%**	**769**	**70.0%**
OTHER COMBINATIONS	29	7.6%	125	30.8%	176	56.6%	330	30.0%
TOTAL	**382**	**100.0%**	**406**	**100.0%**	**311**	**100.0%**	**1,099**	**100.0%**

- The majority (92%) of pre-K Hispanic LEP students and over two-thirds (69%) of kindergarten LEP students fell into one of the four categories.

- Almost three-fourths (70%) of all Hispanic LEP students tested with the IDEA scored in one of the four categories.

Ballard and Tighe, the publishers of the IDEA were contacted to inquire if they had received any similar feedback from other districts using the test. Phyllis Tighe, the publisher, in turn contacted several school districts to see if they had had the same problem as we had and passed along the information she received (see Attachment A-4).

The data sent were for kindergarten students tested with the IDEA in the Santa Ana Unified School District. Looking at the test scores for a sample of the information sent in, it was found that:

- Only 24% of the 1,577 Hispanic students tested fell into the four categories.

- Of 1,577 Hispanic students tested,

  - 13 (.8%) were NES + NSS,
  - 62 (3.9%) were LES + LSS,
  - 291 (18.5%) were NES + LES, and
  - 13 (.8%) were LES + NSS.

They did not appear to have had the same problem. It is unknown why this may be. The possibilities are that:

- The test may reflect more of a California dialect of Spanish than a Texan dialect;

- Pre-K may be more common; or

- All students may be tested rather than just new students being tested.

The new pre-IPT or IDEA will be normed for 3-4- and 5-year-olds. This should ameliorate the problem. Austin Independent School District (AISD) was in the sample.

District Surveys

Evaluation Question D2-3: What is the dominance of this year's new LEP students compared to last year's (PAL versus IDEA and elementary versus secondary)? How many new LEP students were classified as limited in both English and Spanish?

There were several questions regarding the administration and effectiveness of the IDEA test on the Districtwide Teacher and Administrator Survey. The survey results are summarized in Appendix H of this report. Overall, teachers were satisfied with the IDEA.

The differences in the dominances based on the PAL and IDEA are as follows.

Figure A-2
DOMINANCES BASED ON THE IDEA (1986-87) AND PAL (1985-86) FOR HISPANIC AND OTHER LEP STUDENTS.

	A	AL	B	C	D	E	EL	TOTAL
IDEA - Hispanics %	247 23.6%	285 27.3%	208 19.9%	15 1.4%	75 7.2%	13 1.2%	202 19.3%	1,045
PAL - Hispanics %	440 50.2%	76.4%	227 25.9%	108 12.3%	29 3.3%	72 8.2%		876
IDEA - All Other %	67 37.0%	-	89 49.2%	14 7.7%	8 4.4%	2 1.1%	1 .6%	181
PAL - All Other %	57 51.8%		37 33.6%	12 10.9%	3 2.7%	1 .9%		110

- There were considerably more new LEP students this year than last.
- Approximately 75% of the Hispanic LEP students were identified as A or B students on both tests.
- Fewer bilingual (Dominance C) Hispanic students were identified with the IDEA than with the PAL. A reason may be that the IDEA reflects only those fluent in both--the PAL reflected balance in language but with varying abilities in both.
- More D and E students were identified with the IDEA than with the PAL.
- Dominance AL and EL are new this year--they include students limited in both languages.
- On the Other LEP students, more B students were identified with the IDEA and more A students were on the PAL, otherwise, not much was different.

IDEA Pre-K Pilot Test

Ballard and Tighe, the publishers of the IDEA Oral Language Proficiency Test asked if AISD would help them pilot in May, 1987, their pre-K version of the IDEA due for publication in the spring, 1988. We were asked to test the students and provide any suggestions we had for improving the test. In return they would furnish the District with $1,200 worth of pre-IPT materials when they are published (see Attachment A-5).

The letter summarizing who we would test is included as Attachment A-6.

Two of the Bilingual Coordinators arranged and conducted most of the pilot testing. There was some problem in finding students to fit in the language categories that needed to be tested. Once it was known who would be tested, the testing went very well.

The tests were graded by the person administering the test.

Once the testing was completed, the data was assembled and sent to the test publishers. A copy of the suggestions made for improving the test and the total number of students tested is included as Attachment A-7.

Attachment A-1

86.22

IDEA Oral Language Proficiency
Materials (IPT)

We are happy to provide the following IDEA materials to you. Because the materials are expensive and our supply is limited, we have kept a record of those sent to your school. You will be held responsible for these materials, so please list on this sheet who received which materials at your school and keep this form on file. Booklets are numbered for your convenience. Please handle them with care and keep them in a safe place! If any additional answer sheets are needed, please call Belinda Olivárez Turner at 458-1228.

NAME: ____________________

POSITION: ____________________

SCHOOL/WORK LOCATION: ____________________

DATE: __________

Indicate # of copies Received	Item
________	English Examiner's Manual
________	English Form B Answer Sheets
________	English Form B Test Pictures
________	English Level Summaries
________	Spanish Examiner's Manual
________	Spanish Answer Sheets
________	Spanish Test Pictures
________	Spanish Test Summaries
________	Xerox copy of Spanish Test Rationale
________	Copy of information on how to administer and score IDEA
________	Pre-K ALERT sheet and labels

#16 ideaoral

Attachment A-2

86.22

AISD LEP DOMINANCE GUIDE

IDEA English IPT Designation		IDEA Spanish IPT Designation		AISD LEP Categories
NES	+	FSS	=	A
*NES	+	LSS	=	A_L(limited)
LES	+	FSS	=	B
FES	+	FSS	=	C
FES	+	LSS	=	D
FES	+	NSS	=	E
*LES	+	NSS	=	E_L
*NES		NSS		--Classify on Bilingual Teacher Observation
*LES		LSS		--Classify as B or D based on Teacher Observation - Home Language Survey, and Language Sample

PreK-1st

Determination of language category for PreK, K and 1st grade students is determined by IDEA-IPT scores.

2nd-6th

If both scores are at or above the 40%ile, pupil is LOTE, but not LEP.

If either score is below the 23%ile, this pupil is LEP

For other combinations of scores, LPAC must decide LEP status.

suggested guide
B = If parents speak no English
D = If parents speak both languages

*Above combinations indicate need for special diagnosis.

IMPORTANT

- For Spanish speakers, AISD LEP Categories are determined only after the IDEA Proficiency Test has been administered in both English and Spanish.
- For non-Spanish speakers, the IDEA English Proficiency Test and the Parent Interview Protocal are used to determine language dominance.
- A_L or E_L - L indicates "Limited"

NES: NON English Speaker/LES: Limited English Speaker/FES: Fluent English Speaker
NSS: NON Spanish Speaker/LSS: Limited Spanish Speaker/FSS: Fluent Spanish Speaker

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APPENDIX A
9

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              AUSTIN INDEPENDENT SCHOOL DISTRICT              LEPFIL FREQUENCIES                       63
              OFFICE OF RESEARCH AND EVALUATION                    SA-JF059 0101
              IDEA TEST SCORES                                                 X
                                     HISPANIC STUDENTS ONLY               11:19 THURSDAY, JANUARY 8, 1987

 TOTAL
 -------------------------------------------------------------------------------------------------------------
 |              |                                   GRADE                                             |     |
 |              |-------------------------------------------------------------------------------------|     |
 |              |     PK      |     00      |     01      |     02      |     03      |     04      |     05      |     06      |     |
 |              |-------------+-------------+-------------+-------------+-------------+-------------+-------------+-------------|TOTAL|
 |              |     |PERC-|     |PERC-|     |PERC-|     |PERC-|     |PERC-|     |PERC-|     |PERC-|     |PERC-|-----|
 |              |  N  | ENT |  N  | ENT |  N  | ENT |  N  | ENT |  N  | ENT |  N  | ENT |  N  | ENT |  N  | ENT |  N  |
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |GROUP         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
 |--------------|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
 |0XXX + XXX    |    1|  0.3|    3|  0.7|    4|  4.5|    5|  9.4|    6| 11.5|    5|  9.8|    3|  7.5|    2|  7.7|   29|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |1NES + FSS    |   21|  5.5|   56| 13.8|   12| 13.5|    9| 17.0|   12| 23.1|   20| 39.2|   20| 50.0|   14| 53.8|  164|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |2NES + LSS    |  111| 29.1|   97| 23.9|   22| 24.7|   13| 24.5|   10| 19.2|   11| 21.6|    4| 10.0|    .|    .|  268| 24%
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |3LES + FSS    |    6|  1.6|   54| 13.3|    5|  5.6|    3|  5.7|    6| 11.5|    5|  9.8|    .|    .|    2|  7.7|   81|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |4FES + FSS    |    .|    .|    5|  1.2|    1|  1.1|    1|  1.9|    4|  7.7|    4|  7.8|    3|  7.5|    2|  7.7|   20|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |5FES + LSS    |    1|  0.3|    3|  0.7|    1|  1.1|    1|  1.9|    3|  5.8|    4|  7.8|    6| 15.0|    2|  7.7|   21|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |6FES + NSS    |    .|    .|    4|  1.0|    2|  2.2|    3|  5.7|    1|  1.9|    2|  3.9|    1|  2.5|    2|  7.7|   15|
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |7LES + NSS    |   99| 25.9|   79| 19.5|   15| 16.9|    4|  7.5|    2|  3.8|    .|    .|    2|  5.0|    1|  3.8|  202| 18%
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |8NES + NSS    |  104| 27.2|   37|  9.1|   20| 22.5|    3|  5.7|    5|  9.6|    .|    .|    1|  2.5|    1|  3.8|  171| 16%
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |9LES + LSS    |   39| 10.2|   68| 16.7|    7|  7.9|   11| 20.8|    3|  5.8|    .|    .|    .|    .|    .|    .|  128| 12%
 |--------------+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
 |TOTAL         |  382|100.0|  406|100.0|   89|100.0|   53|100.0|   52|100.0|   51|100.0|   40|100.0|   26|100.0| 1099|
 -------------------------------------------------------------------------------------------------------------
 NOTE: THE PROCEDURE TABULATE USED 114.99 SECONDS AND 754K AND PRINTED PAGES 1 TO 63.

 509          PROC DELETE DATA=FRYLEP1  FRYLEP2  EVLCCAT;                        00002550

 NOTE: THE PROCEDURE DELETE USED 3.67 SECONDS AND 378K.
 NOTE: SAS USED 754K MEMORY.

 NOTE: SAS INSTITUTE INC.
       SAS CIRCLE
       PO BOX 8000
       CARY, N.C.  27511-8000
```

Attachment A-3

86.22

Attachment A-4
(Page 1 of 2)

BALLARD & TIGHE, INC.
Oral Language Programs
480 Atlas Street
Brea, CA 92621
(714)990-IDEA
(800)321-IDEA (outside CA)

January 30, 1987

Dr. Nancy Schuyler
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe
Box 79
Austin, Texas 78752

Dear Nancy:

Enclosed please find the Kindergarten testing data from Santa Ana Unified School District (37 K-12 schools), 1405 French St., Santa Ana, California 92701, (714) 558-5501. Betty Poggi, the bilingual director, gave it to us in response to my request for testing information for you. Betty said that I may share it. I did ask Betty for the specific information you need, but she said she would prefer to give copies of all the test scores rather than searching for your specific information. So, I hope this will be helpful!

I asked Betty, Judy Beach and Leila Langston if they have encountered the same students testing both NSS and NES. They all said that only a small number of students test this way and that this does not present a problem. Judy is the bilingual director for Garden Grove Unified School District (59 K-12 schools), Garden Grove, California, (714) 638-6000, and Leila is our Southern California sales representative. Both Santa Ana and Garden Grove School Districts have a large language-minority population of mostly Hispanic and Asian students.

Enclosed please also find a set of recently-published Spanish IPT I pupil test sheets. We added two supplementary questions to test items #10 and #11 in this recent printing in response to criticism from the field. The criticism indicated that the two items were not accurately eliciting the underlying skills. Our technical Director, Dr. Enrique Dalton, approved the addition as not affecting the norming of the test. I have stapled the new sheet to the original so that you may readily see the difference. I feel that these additional supplementary sentences may help you with your problem of over-identification of students as Non-Spanish Speaking.

Gilda Lopez suggested that you call Dr. Cha Guzman for Texas information. She is very knowledgeable about our test and materials and should be helpful. Gilda feels that she may also be able to give you additional references for other Texas educators to contact.

Dr. Cha Guzman
Goose Creek Consolidated School District
Baytown, Texas 77522
(713) 428-2553

I do hope that this information will be beneficial. Please call if I can be of further assistance.

Sincerely,

Phyllis

Phyllis Tighe
President

PT:sr
cc: Gilda Bazan-Lopez

Attachment A-5

86.22

BALLARD & TIGHE, INC.
Oral Language Programs
480 ATLAS STREET
BREA, CA 92621
714-990-IDEA
(800) 321-4332 (Outside CA)

June 22, 1987

Dr. Nancy Schuyler
Austin Independent School District
Office of Research and Evaluation
P. O. Box 79
Austin, TX 78752

Dear Dr. Schuyler:

We want to express our appreciation to you for your kindness and cooperation in allowing us to field test the Pre-IPT Test with pre-school children in your district. We also appreciate the cooperation and assistance of Belinda Turner and the many teachers who tested the children.

In recognition of your efforts we will furnish you with $1,200.00 worth of Pre-IPT materials as soon as they have been published.

Your assistance in the testing project will benefit students throughout the United States. We do thank you for your efforts.

Sincerely,

Phyllis L. Tighe
President
PLT/va

Attachment A-6
(Page 1 of 2)

86.22

BALLARD & TIGHE, INC.
Oral Language Programs
480 ATLAS STREET
BREA, CA 92621
714-990-IDEA
(800) 321-4332 (Outside CA)

April 20, 1987

Dr. Nancy Schuyler
Ms. Belinda Turner
Austin Independent School District
Office of Research and Evaluation
6100 Guadalupe
Box 79
Austin, Texas 78752

Dear Nancy and Belinda:

Enclosed please find the following Pre-IPT items for our norming study:

- -test
- -Pictures 1,2 and 3 (given to tester so s/he will know proper positioning of story pieces as they are moved from place to place)
- -answer sheet (testers score on this sheet which is on the back of pupil questionnaire)
- -pupil questionnaire (one of these filled out for each child tested. If you can't get all of the requested information, just get what you can)
- -content of test items (skills assessed)

We have not enclosed the following essential parts of the test:

- -28" wide and 16" high story background
- -story pieces of: father, mother, girl, boy, clown, 3 trees, dog, cat, 2 presents, cake and cloud. (Tallest piece is approximately 7" high. For the field study these pieces will be xeroxed in color on paper. For the published test they will be on thick card stock and the background may be on folded cardboard like the board in a commercial board game. In any event, the finished product will be of professional quality.)
- -Pre-IPT test summary ("A level B student can...etc")This level summary sheet must be given to the child's teacher for the teacher to predict the level of the Pre-IPT upon which the child will score.)

86.22

Attachment A-6
(Page 2 of 2)

We hope you like the appearance of the test. It has gone through a Pilot Study of approximately 40 students. Wanda and I each gave ten tests to 3,4 and 5-yr. olds. We felt pleased with the test itself and with the results.

We would appreciate your testing 48 children for us sometime in May and approximate 30 next Fall (incoming Kindergartners only). The following chart outlines our needs for the May study:

Monolingual English Speakers (English-Only: EOs)

Ages 3-0 through 3-11: 7 children
Ages 4-0 through 4-11: 8 children
Ages 5-0 through 5-11: 9 children

Limited English Speakers (Language Other Than English: LOTEs)

NES students: Ages 3-0 through 3-11: 2 children
LES students: Ages 3-0 through 3-11 3 children
FES students: Ages 3-0 through 3-11: 3 children

NES students: Ages 4-0 through 4-11: 2 children
LES students: Ages 4-0 through 4-11: 3 children
FES students: Ages 4-0 through 4-11: 3 children

NES students Ages 5-0 through 5-11: 2 children
LES students: Ages 5-0 through 5-11: 3 children
FES students: Ages 5-0 through 5-11: 3 children

EO students have to be given the entire test while the LOTEs are only tested until the Score Box tells the tester to stop. The entire test can be administered in approximately 8 minutes once the actual testing has begun.

In return for your help we will furnish you with all of the Pre-IPT materials that you will need for your district-wide August testing at no charge to you. It is understood that these will be in an unpublished form. The background and figures will probably be color-xeroxed on paper so that there will be some color.

After you've had a chance to look this over, please get back to Wanda or to me. We know you'll have questions. You may not agree with some of what we propose. In any event, we can use this as a starting place if you desire changes.

We will be personally available or will have someone take our place here during the time you're testing so that you may get your questions answered promptly.

Thank you for your assistance.

Sincerely,

Phyllis Tighe

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
June 25, 1987

MEMORANDUM

TO: Ballard and Tighe

FROM: Graciela Zapata and Ana Salinas

SUBJECT: Pre- IPT Test

Please consider the following comments in revising your test:

1. For Item #4, add the asterisk for the examiner.
2. Differentiate (color) between the apple and the orange.
3. "Glove" should be another acceptable answer for question #15.
4. List #18 and #19 after #13.
5. For item #24, delete "He has three . . ."
6. For item #29, delete "What is this?" and use the question "What is father wearing?
7. List item #30 before item #29.
8. For item #30 state: Look at the animals in the big picture. Point to what barks.
9. For item #32, use a different clown. The clown must be tall and lanky with a top hat. He must appear as tall as the balloons.
10. For #38, we could tell the children "When they got home from the park, they had the party at their home. Tommy wanted to open his presents. Mary wanted a balloon. Mother began to cut the cake."
11. "His sister" should be another acceptable answer for #39.

4salinas/iptest/ns

Attachment A-7
(Page 2 of 2)

86.22

This is the number of students we ended up with in each category.

Monolingual English Speakers (English-Only: EOs)

Ages 4-0 through 4-11: 7 children
Ages 5-0 through 5-11: 9 children

Limited English Speakers (Language Other Than English: LOTEs)

NES students: Ages 4-0 through 4-11: 2 children
LES students: Ages 4-0 through 4-11: 4 children
FES students: Ages 4-0 through 4-11: 3 children

NES students: Ages 5-0 through 5-11: 4 children
LES students: Ages 5-0 through 5-11: 4 children
FES students: Ages 5-0 through 5-11: 2 children

BILINGUAL/ESL PROGRAMS

Appendix B

DISTRICTWIDE ACHIEVEMENT TESTS (ITBS, TAP)

84

Iowa Tests of Basic Skills (ITBS)
Tests of Achievement and Proficiency (TAP)

Introduction

Academic achievement is the primary focus of education. Programs are effective or not based primarily on the academic performance of participating students. For bilingual education, center stage must be shared with English language proficiency since that is the key to other learning. Thus, both academic achievement and English proficiency are important goals of the Transitional Bilingual Education (TBS) and English-as-a-Second Language (ESL) programs.

Purpose

Decision Question D1: Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?

Evaluation Question D1-1: Of those LEP students attending AISD kindergarten in 1981-82, 1982-83, and 1983-84, how many attended an AISD pre-K program the previous year? Has progress varied for those with and without pre-K?

---Achievement growth (fall K to present)
---Retention rates
---Special Education referrals
---LEP status (dominance changes, exits at 23rd vs. 40th percentiles)

Evaluation Question D1-2: How have LEP students who started in AISD's Title VII pre-K program in 1980-81, 1981-82, and 1982-83 progressed compared to other pre-K students (Chapter 1, Migrant)?

---Achievement growth
---Retention rates
---Special Education referrals

Evaluation Question D1-3: How have fifth-grade LEP students in AISD's Title VII program in 1979-80 (and 1976-77) progressed? Compared to Chapter 1 students? Hispanic students? All AISD students?

---Number still in AISD
---Number of dropouts
---Number retained
---LEP status, years to exit
---Prueba de Lectura scores (compared to 1985-86)
---High school Spanish (number of years taken)
---Grade point average (with CAT as predictor)

Evaluation Question D1-6: What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1986-87 and 1985-86? By grade (especially grades 2 and 4)? What are these students' characteristics -- years LEP, dominance, percent exited?

Evaluation Question D1-7: What are the achievement growth patterns of Hispanic and other LEP students who exited in 1984-85 between 1982-83 and 1985-86 (2 years before and after exit)?

Evaluation Question D1-8: Based on the 1984-85 exited groups, do students who exit the LEP program at the 23rd percentile versus the 40th percentile show different rates of progress? What percentage of those exited fall below exit criteria subsequently?

Evaluation Question D1-13: What percentage of Murchison and Travis' LEP A and B students could take the ITBS or TAP for a valid score? How long had participants been in AISD? What were the mean GE scores of those who could be tested the last two years on the ITBS and TAP? What was their achievement on the Prueba Riverside (raw scores)?

Decision Question D3: Should Spanish speakers receive more instruction in their native language?

Evaluation Question D3-2: Does the achievement of first- and third-grade LEP grade LEP students vary significantly based on the number of LEP students in the classroom (1-2, 3-4, 5 or more)? How much Spanish is used in each setting?

EXITED STUDENT FOLLOW-UP

Evaluation Question D1-8: Based on the 1984-85 exited groups, do students who exit the LEP program at the 23rd percentile versus the 40th percentile show different rates of progress? What percentage of those exited fall below exit criteria subsequently?

Procedure

The project data analyst created a data set (ELB FPR 87) which included scores of all LOTE students from 1981-82 to 1986-87. A few students no longer on AISD's Student Master File were eliminated (a sign of bad ID numbers). He then selected students exiting in 1984-85 (LEP Status 7) as the sample of interest. SAS was used to generate descriptive information on students' active status each year plus grade breakouts (see SA-JF081 04 01). PROC TABULATE was used to break down results for Spanish and Other exited students in several ways in reading and language (using Reading Total and Language Total scores).

1. All exited in 1984-85 (regardless of active status other years)
    - Total group
    - Those exited with both reading and language scores above 39
    - Those exited with one or both scores between 23 and 39.
2. All exited in 1984-85 also active in AISD each year 1982-83 through 1986-87.

In each case, ITBS or TAP percentile scores were broken into percentile ranges for those in K-6 (in 1984-85), 7-8, and 9-12. The analysis which included only those active each year eliminated kindergarten and most first graders.

Results

The achievement of students exited from LEP status (and services) in 1984-85 was checked for a five-year period--two years before exit, the exit year, and two years after exit. The Language Proficiency Assessment Committee (LPAC) makes exit decisions. By law, those scoring at or above the 40th percentile in both language and reading on a standardized test must be exited, but the LPAC considers other information on those scoring between the 23rd and 39th percentile to decide whether the LEP students should be exited or not. LEP students scoring below the 23rd percentile in one or both areas cannot be exited.

In 1984-85, 14 "Other" language speakers were exited; 12 were active in AISD all five years. All remained above criteria once exited.

In 1984-85, 144 Spanish-speaking students were exited. Most (129 or 89.6%) were elementary students--11 at K, 28 at 1, 15 at 2, 33 at 3, 25 at 4, 11 at 5, and 6 at 6; 10 (7%) were junior high and 5 (3.5%) were senior high students. Of the 15 secondary students exited in 1984-85, only one fell below the criteria of the 23rd %ile in reading and language subsequently (only four were active from 1982-83 through 1986-87). The main focus for discussion here will be the elementary Spanish 1984-85 exits.

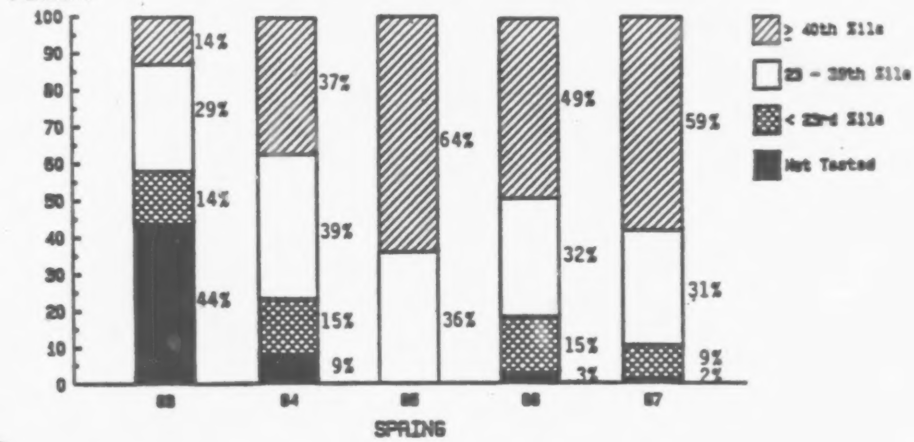
Among the Spanish elementary exits, 59 were active in AISD all five years of interest. The achievement patterns are similar for all 1984-85 Spanish elementary exits and this subgroup, so only the results for the 59 will be discussed here. Attachment B-1 provides the results for the total Spanish group of 129, Attachment B-2 focuses on the subgroup of 59 active all years. These attachments also show results for grades 7 and 8 and 9-12 plus results for the two types of exits (above 39th percentile in both and one or both scores less than 40). It should be remembered that all K and most grade 1 students were the primary ones eliminated from the K-6 group.

The number of students in the final sample of 59 included:

Grade	Number Students
1	8 (2 pre-K, 6 retainees)
2	5
3	21
4	15
5	6
6	4

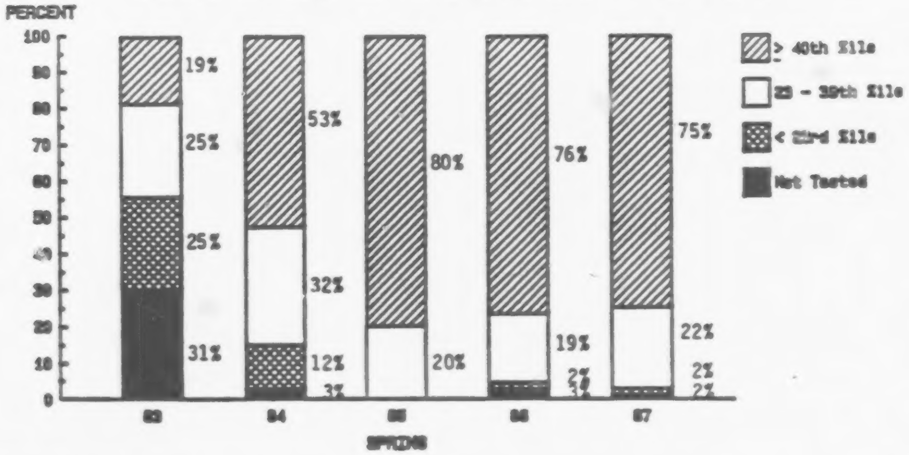
Figures B-1 and B-2 show the reading and language achievement patterns of these students.

FIGURE B-1
ITBS ACHIEVEMENT OF SPANISH LEP STUDENTS
EXITED IN 1984-85 IN GRADES 2-6 -- READING



N = [illegible]
All of those active each year
1983 through 1987.

FIGURE B-2
ITBS ACHIEVEMENT OF SPANISH LEP STUDENTS
EXITED IN 1984-85 IN GRADES 2-6 -- LANGUAGE



N = [illegible]
All of those active each year
1983 through 1987.

The assumption is that a successful program will show a smaller percentage of students not tested or with low scores (23rd %ile) across time and a higher percentage of students with scores at or above the 40th percentile. Once exited, it is expected that students will maintain or improve their achievement. In particular, it is hoped students will not fall below the 23rd percentile in either reading or language (at which point they must re-enter LEP status).

For the most part, these expectations are met in AISD based on the K-6 sample. The percentage of students showing no or low scores decreased in the two years preceding exit. Most students were able to maintain their achievement level once they exit. However, a small percentage of students (15% in reading and 1.7% in language) did fall below the 23rd percentile after exiting the LEP status in 1984-85. In reading, where almost all drops in scores occurred, those exiting at the 23-39th percentile were more likely to subsequently score below the 23rd %ile than those exiting with scores above 39 (although some in both groups later dropped). The one student who fell below 23 after exit in language scored between the 23rd and 39th percentile at exit.

Only three junior high students and one senior high student were exited in 1984-85 and active all five years in AISD. Only one of the four students fell below the 23rd percentile (in reading) after exit.

ONE-YEAR FOLLOW-UP

> **Evaluation Question D1-6:** What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1986-87 and 1985-86? By grade (especially grades 2 and 4)? What are these students' characteristics -- years LEP, dominance, percent exited?
>
> **Evaluation Question D1-13:** What percentage of Murchison and Travis' LEP A and B students could take the ITBS or TAP for a valid score? How long had participants been in AISD? What were the mean GE scores of those who could be tested the last two years on the ITBS and TAP? What was their achievement on the Prueba Riverside (raw scores)?

Procedure

Because many LEP students are not tested in English, analyses which report average scores for all students tested in two school years are difficult to interpret. The students are not the same in each analysis. Therefore, the progress of LEP students in grades K-12 able to be tested with the ITBS in at least spring, 1986 and 1987 was also monitored.

Test scores reflected are Language Total (grades K-12), Reading Total (3-12 in 1986-87 and 1-12 in 1985-86), Reading Comprehension (1986-87 1-2), Mathematics Computation (K-8), and Mathematics Total (9-12). Mathematics Computation is the least language dependent of these scores.

SAS program SA-JF080 0101 provided mean grade equivalent scores for those LEP students able to be tested in English on the ITBS or TAP in both 1986-87 and 1985-86. All active LEP students (statuses 2, 4, 8, 7--if exited past October 1986) were included; special education LEP students and special circumstance scores were not. Results were provided for Spanish, Vietnamese, and Other LEP students plus all LEP students combined. In addition, results were run for Title VII (Murchison, Travis, Anderson, and Johnston) and non-Title VII junior and senior high schools. Descriptive information was also provided on the number of LEP students at each grade (to compare with the number tested).

Descriptive information was calculated on the total group and those tested in terms of the number of years they had been LEP, the dominance of those still LEP, and LEP student status.

Test scores reflected are Language Total (K-12), Reading Comprehension 1986-87 (1-2), Reading Total (3-12 in 1986-87 and 1-12 in 1985-86), Mathematics Computation (K-8), Mathematics Total (9-12).

The following comparisons should not be made because of differences in the tests from 1985-86 to 1986-87 (at K from fall to spring, 1986-87).

Grade Spring, 1986-87	Areas
K, 1, 2	All
9	All

Results

Attachments provide more complete data for Spanish, Vietnamese, Other LEP, and the total group of LEP students than can be discussed here.

Attachment	Content
B-3	Scores for all tested (not matched groups)
B-4	LEP status, dominance, years in program for those tested pre-post in reading
B-5	Pre-post scores for other LEP and total group

The Title VII report provides similar information for LEP A, B, and C students districtwide.

Spanish Speakers

Less than half of the Spanish-speaking LEP students were able to be tested on the ITBS or TAP in both 1987 and 1986 for a usable score in reading and language; percentages were slightly higher in mathematics. Compared to all Spanish speakers in AISD, those tested this year and last have been in AISD longer and have more English ability (see Figure B-3). Of course, it must be realized that kindergarteners are over-represented in the percentage in AISD less than two years.

FIGURE B-3
SPANISH-SPEAKING LEP STUDENTS: YEARS IN AISD AND DOMINANCE

Years in AISD LEP Program	Total Group		Reading Tested 1986 and 1987	
	Number	%	Number	%
2	1,390	55%	212	20%
2 4	618	25%	425	41%
4 6	269	11%	208	20%
6-8.7	238	9%	196	19%
Total	2,515*	100%	1,041*	100%
Dominance				
Spanish Dominant	1,460	59%	415	40%**
Balanced English & Spanish	477	19%	348	34%
English Dominant	553	22%	269	26%
Total	2,490***	100%	1,032***	100%

*A few students were excluded because entry or exit codes were in error.

**May be slightly lower than this in reality because students are not always retested for language dominance unless eligible to exit.

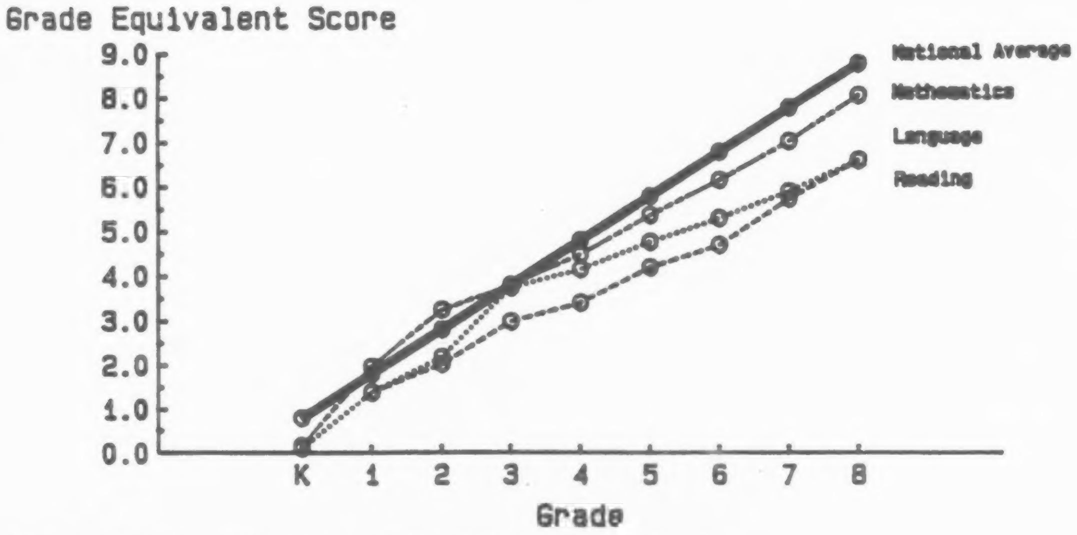
***Language dominance was not available on some students.

Scores are generally closest to the national average in mathematics followed by language and finally reading. Spanish speakers score at or above the national norm in grades 1, 2, and 3 in mathematics. The gap between the national norm and LEP students' average performance tends to widen by grade (see Figures B-4, B-5, and B-7). If examined with percentile scores, this trend is evident primarily across the elementary grades.

FIGURE B-4
DISTANCE FROM NATIONAL AVERAGE BY GRADE
SPANISH SPEAKERS--ITBS AND TAP

	Above/At National	GE'S BELOW NATIONAL AVERAGE					
		.1-.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9
Reading		1,2,3	4,5	6,7,8,9	10	11	12
Language		K,1,2,3,4	5,6,7	8,9,10	11	12	
Mathematics	1,2,3	K,4,5,6,7,8	9,10,12	11			

FIGURE B-5
1986-87 ONE-YEAR FOLLOW-UP -- SPANISH



All scores are based on students tested last 2 years except K — K language reflects fall and spring. K mathematics reflects spring only. (See Figure 16 for numbers.)

Another way to examine this data is in terms of gains from one year to the next. Gains of more than one year help LEP students score closer to the national average--narrowing the achievement gap. Comparisons of gains between spring, 1986 and 1987 can be made at grades 3-8 and 10-12. Pre-post comparisons are not possible at K, 1, and 2 because of the administration of a new version of the ITBS test at those grades; 9th graders cannot be compared to 8th grade because of the differences in the ITBS and TAP characteristics and norms. Results reveal that (see Figure B-6):

Elementary: Grade 3 students showed the strongest growth, with gains exceeding 1 GE in reading and language but not mathematics (.8). Mathematics mean GE scores were at the national average. Grade 3 students have shown this same pattern of strong performance the last three years. For the fourth year in a row, grade 4 showed gains of less than 1 GE in all areas (about .7 GE). Gains for all AISD students and AISD Hispanic students were also less than 1 GE in all areas between 1985-86 and 1986-87.

The emphasis on TEAMS may be helping at third grade. The change in schools which many students experience at grade 4 may help to explain the grade 4 trends. Teachers may not be as familiar with the students' previous learning and therefore not capitalize on it (reteaching more than needed) or may not be emphasizing basic skills measured by the TEAMS enough.

Junior High: Gains were strong in reading and language, but smaller in mathematics(.9 at grade 7 and .8 at grade 8).

Senior High: Gains were strong at all grades (10, 11, and 12) in mathematics and language (1.3-1.6 GE) but very small in reading (.4) except at grade 11 (1.7). Of the three areas, reading is the area which is taught least directly at the high school level. TEAMS may help to explain these patterns as well. Emphasis that has been placed on helping students pass the exit-level TEAMS may be having an impact at grade 11.

FIGURE B-6
1986-87 GRADE LEVELS WITH GAINS OF LESS THAN 1 GE AND 1 GE OR MORE--LEP SPANISH SPEAKERS

	< 1 GE	> 1 GE
Mathematics	3,4,6,7,8	5,10,11,12
Language	4,5,6	3,7,8,10,11,12
Reading	4,5,6,10,12	3,7,8,11

GE = Grade Equivalent
Examination of gains at grades K, 1, 2, and 9 are not possible because of changes in tests.

Vietnamese Speakers

The second largest LEP language group in AISD is the Vietnamese--159 LEP Vietnamese students were enrolled in AISD at year's end. Caution must be exercised in looking at trends by grade because of the small number at some grades (ranging from 6-21 students).

- Of those tested, in reading, 35% have been in AISD LEP programs two years or less; 74% have been in six years or less (higher than for Spanish speakers and lower than for the Vietnamese population overall).
- Of those tested, 92% were dominant or monolingual in Vietnamese (higher than for Spanish speakers), 5% were balanced in English and Vietnamese, and 3% were monolingual in English.

As with Spanish speakers, mathematics was the Vietnamese LEP students' strongest area followed by language and finally reading. This was also true for other LEP groups. Average scores are generally higher for Vietnamese and other language groups than Spanish speakers. Scores are above the national average at grades 1-7 and 10-12 in mathematics and in language at grades 1-4 and 10 (see Figure B-8).

FIGURE B-7
SPANISH ONE-YEAR FOLLOW-UP -- 1986 (PRE) AND 1987 (POST)

		MATHEMATICS				LANGUAGE				READING			
GRADE	TOTAL IN GROUP	NUMBER	PREMATH	POSTMATH	MATHGAIN	NUMBER	PRELANG	POSTLANG	LANGGAIN	NUMBER	PREREAD	POSTREAD	READGAIN
		TESTED	MEAN	MEAN	MEAN	TESTED	MEAN	MEAN	MEAN	TESTED	MEAN	MEAN	MEAN
K	454	385		.18		212		0.11					
01	458	71		1.97		222		1.38		58		1.38	
02	306	233		3.24		143		2.18		159		2.02	
03	244	173	2.98	3.80	0.82	121	2.11	3.74	1.64	123	1.93	2.98	1.04
04	232	184	3.75	4.48	0.73	155	3.41	4.15	0.74	161	2.71	3.40	0.69
05	201	152	4.35	5.37	1.02	138	3.94	4.77	0.83	141	3.35	4.21	0.86
06	163	130	5.24	6.16	0.92	122	4.38	5.30	0.92	122	3.80	4.70	0.91
07	182	119	6.09	7.04	0.94	108	4.79	5.91	1.13	118	4.45	5.74	1.29
08	87	54	7.31	8.08	0.77	52	5.60	6.62	1.01	53	5.27	6.61	1.34
09	115	68		8.10		69		7.32		69		7.06	
10	66	32	7.81	9.28	1.47	32	6.86	8.46	1.59	32	6.75	7.20	0.45
11	24	17	8.37	9.64	1.26	16	6.69	8.21	1.52	17	6.06	7.79	1.72
12	16	9	9.64	11.14	1.50	9	6.41	7.98	1.57	9	6.74	7.16	0.41
TOTAL	2,548	1242	4.24	5.14	0.89	1399	2.67	3.58	0.90	1062	3.30	4.16	0.87

Mean GE Scores on ITBS (K-8) and TAP (9-12)

FIGURE B-8
VIETNAMESE ONE-YEAR FOLLOW-UP -- 1986 (PRE) AND 1987 (POST)

		MATHEMATICS				LANGUAGE				READING			
GRADE	TOTAL IN GROUP	NUMBER TESTED	PREMATH MEAN	POSTMATH MEAN	MATHGAIN MEAN	NUMBER TESTED	PRELANG MEAN	POSTLANG MEAN	LANGGAIN MEAN	NUMBER TESTED	PREREAD MEAN	POSTREAD MEAN	READGAIN MEAN
K	7	6	-		.53	3	-0.43	-0.33	0.10				
01	21	2	1.50	2.10	0.60	19	0.04	1.96	1.92	2	1.35	1.60	0.25
02	17	15	2.42	3.85	1.43	15	2.30	3.29	0.99	15	2.05	2.46	0.41
03	13	11	3.75	5.07	1.33	11	3.35	4.44	1.09	11	2.63	3.25	0.63
04	11	9	4.33	5.53	1.20	8	4.67	5.61	0.94	8	3.80	4.55	0.75
05	11	9	5.69	6.80	1.11	8	4.25	5.67	1.42	8	3.45	4.20	0.75
06	21	17	6.66	7.55	0.88	17	5.66	6.35	0.69	17	4.19	5.39	1.20
07	14	11	7.35	8.15	0.79	11	5.25	6.98	1.74	11	4.05	5.90	1.85
08	9	5	7.98	8.64	0.66	5	4.90	6.14	1.24	5	4.64	5.50	0.86
09	15	7	8.49	9.51	1.03	6	5.38	6.97	1.58	6	5.00	6.73	1.73
10	8	5	13.18	14.52	1.34	5	9.60	11.48	1.88	5	9.26	10.42	1.16
11	6	4	10.35	12.30	1.95	4	9.92	9.27	-0.65	4	7.70	8.77	1.07
12	6	6	15.90	17.20	1.30	6	11.15	12.32	1.17	6	10.23	12.05	1.82
TOTAL	159	101	6.60	7.74	1.13	118	4.30	5.51	1.21	98	4.37	5.41	1.04

Mean GE Scores on ITBS (K-8) and TAP (9-12)

In terms of one-year gains (see Figure B-9), these were weakest in reading. By grade, grades 10 and 12 were strong in all three areas. TEAMS may have had an effect at grade 12.

FIGURE B-9
1986-87 GRADE LEVELS WITH GAINS OF LESS THAN AND MORE THAN 1 GE--LEP VIETNAMESE SPEAKERS

	<1 GE	>1 GE
Mathematics	6, 7, 8	3, 4, 5, 10, 11, 12
Language	4, 6, 11	3, 5, 7, 8, 10, 12
Reading	3, 4, 5, 8	6, 7, 10, 11, 12

GE = Grade Equivalent
Examination of gains at grades K, 1, 2, and 9 are not possible because of changes in tests.

Procedure

KINDERGARTEN FOLLOW-UP (PRE-K VERSUS NO PRE-K)

Evaluation Question D1-1: Of those LEP students attending AISD kindergarten in 1981-82, 1982-83, and 1983-84, how many attended an AISD pre-K program the previous year? Has progress varied for those with and without pre-K?

---Achievement growth (fall K to present)
---Retention rates
---Special Education referrals
---LEP status (dominance changes, exits at 23rd vs. 40th percentiles)

Title VII funded bilingual pre-K programs in AISD in 1980-81, 1981-82, and 1982-83. The project was designed to develop Hispanic students' language skills, adapt instructional materials for AISD use, involve parents in the educational process, and train teachers in pre-K and bilingual education. All interested students were screened with the Primary Acquisition of Language (PAL) oral proficiency test. Initial one-year results were quite positive. Students in both groups would now be in grades 5, 4, and 3, respectively, if never retained. There was no reason to believe those in pre-K or not in pre-K started out at an advantage over the other group because participants were randomly selected.

National research suggests that pre-K programs can have lasting effects--especially on variables such as retention rates and special education placement. This study followed the progress of all LEP kindergarteners in AISD in 1981-82, 1982-83, and 1983-84 to see whether those who had attended an AISD pre-K program the previous year showed an advantage over those who did not enter AISD until kindergarten in terms of:

- Retention rates,
- Special Education placement,
- LEP status (dominance changes, exits), and
- Achievement growth.

The following steps were taken.

1. A file was created (SA-JF067) which included all students identified as LEP in kindergarten in 1981-82, 1982-83, and 1983-84 (based on end-of-year LANG files). Students listed as denying LEP service or as special education LEP were excluded.

2. This file was merged with EC 1 PREEKL to see if students had participated in an AISD pre-K program.

3. Current LEP status, active status, and grade level was then obtained from the LEP file for 1986-87.

4. The master file ELBFTR87 which included all available test scores for the last six years was used to obtain ITBS scores on the students.

5. SAS PROC FREQS and PROC TABULATES were then utilized to obtain a variety of information for those kindergarteners who had and had not participated in an AISD pre-K program. First, the number still active as of the end of each year was determined. Next, for those still active in AISD at the end of 1986-87, the following information was determined:

   - Original and current (1986-87) LEP status,
   - Achievement scores for those exiting (23rd-39th percentile or 40th percentile in both reading and language),
   - Original and current LEP dominance,
   - Grade levels each spring through 1987,
   - Special education status,
   - Sex,
   - Ethnicity,
   - ITBS percentile scores in reading, language, and mathematics for several categories--
     1) No score
     2) Scores below the 7th percentile
     3) Scores between 7 and 22
     4) Scores between 23 and 39
     5) Scores at or above the 40th percentile.

Percentile score ranges were run for all those still in AISD in 1986-87 and for those active each year. Percentile score ranges were also run separately for students never retained versus those retained one year. This was done to avoid mixing percentile scores for students tested on different levels on the tests. Invalid scores were counted as "no score."

One problem with identification numbers affected sample sizes slightly. In 1981-82 through 1985-86, temporary numbers were assigned to students initially and later changed to permanent numbers. If a kindergarten student still had a temporary number at the end of 1981-82, 82-83, or 83-84, he or she was lost because the number would not match that for 1986-87. Also, once students left the district, their numbers were sometimes reused after a certain length of time. Checks were made of students who had an inappropriate or unlikely grade assignment to make sure they were the same students.

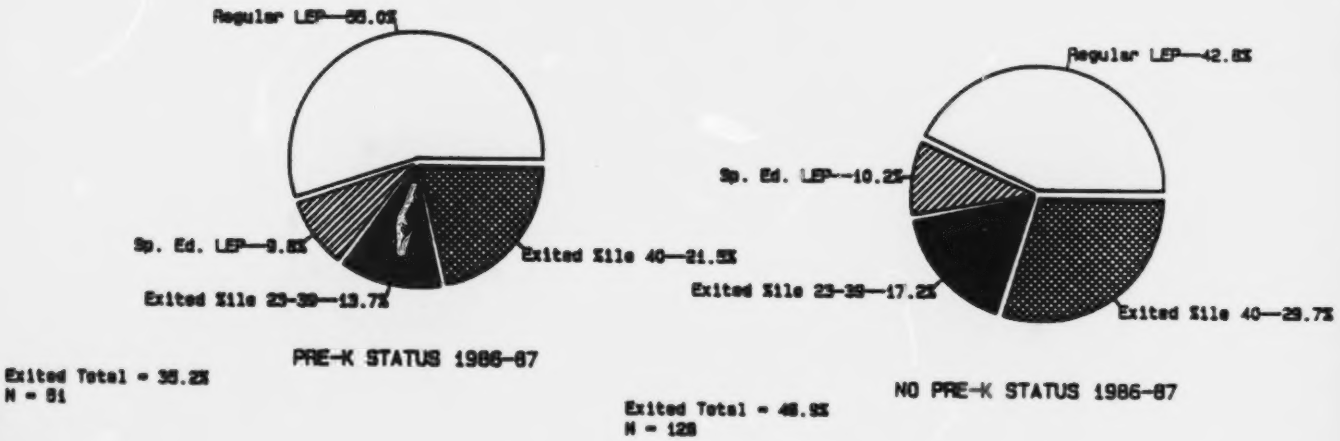
Because of the large quantity of data generated for the three groups, the group we will focus on primarily here is the 1981-82 group (for which the longest follow-up is possible). General trends across the three groups will also be included here plus attachments with data on all groups.

LEP and Special Education Status

AISD had 260 LEP students in kindergarten in 1981-82--195 had not attended pre-K in AISD the previous year and 65 had attended the program. Of those who attended AISD's Title VII pre-K program, 51 (78.5%) remained in AISD by 1986-87; of those who did not attend, 128 students (66%) remained. Figure B-10 shows the percentage of those still active from each group who are now:

- Still LEP and in the regular program,
- Special Education LEP students, and
- Exited from LEP status.

FIGURE B-10
1981-82 KINDERGARTEN FOLLOW-UP



Attachment B-6 shows the number of students in kindergarten in 1981-82, 1982-83, and 1983-84 remaining in AISD each year (pre-K and no pre-K groups) along with their grade level.

Of students still in AISD, those attending the Title VII pre-K, compared to those not attending:

- Were referred to special education about as often (with 9.8% of the pre-K and 10.2% of the no pre-K group referred); and
- Exited less often (with 35% of the pre-K and 47% of the no pre-K group exiting).

In both groups, it was more common for students to exit with both percentile scores on the ITBS above 40 than with one or both between 23 and 39. Those exiting had been LEP for three to four years.

In the two previous years, special education rates were slightly lower for the pre-K than the no pre-K groups (15% vs. 17% for 1982-83 and 5% vs. 11% for 1983-84) but exit rates were lower as well.

Thus, there is no strong evidence that the pre-K group had lower rates of special education placement or higher exit rates (as would be expected if the program had a long-term impact). It is not known whether the fact that more of the pre-K group stayed in AISD impacted these results.

Dominance. If those served by pre-K tended to be dominant in Spanish more often than the no pre-K group, this might explain why fewer students exited. However, in the 1981-82 group, the pre-K group actually had fewer Spanish dominant students (33% versus 45%). Across time, both groups had more students become English dominant or balanced in both languages. However, the no pre-K group showed a greater degree of change (19% versus 14%). By 1986-87, 41% of the no pre-K and 50% of the pre-K group were English dominant. (It must be noted that students are often not retested until they are ready for exit, so these are conservative estimates.) In the other two follow-up years, those served by pre-K tended to be Spanish dominant more often than the other group initially, and to show a greater change towards English dominance over time. (See Attachment B-7.)

Retention Rates

In both the 1981-82 pre-K and no pre-K groups, approximately 50% of the students were retained. Students should have been in grade 5 if not retained. The actual grade breakdowns for each of the 1981-82 groups is shown below.

	PRE-K		NO PRE-K	
	No.	Percent	No.	Percent
GRADE: 5	25	(49%)	64	(50%)
4	23	(45%)	63	(49%)
3	2	(4%)	1	(1%)
2	1	(2%)	0	(0%)
TOTAL:	51	(100%)	128	(100%)

In the 1982-83 group, 50% of the pre-K and 49% of the no pre-K group were retained. In the 1983-84 group, 43% of the pre-K and 47% of the no pre-K group were retained. **Thus, there is no consistent evidence that the pre-K program resulted in fewer retentions.** (See Attachment B-6.)

Achievement Patterns

The progress of all students in both groups who were active in AISD all five years was followed in reading, language, and mathematics (ITBS Total scores in each area were utilized). The achievement patterns for those not retained will be discussed here. The percentage of students showing performance in three categories was followed over time. This included those scoring:

- Below the 23rd percentile or not tested (it was assumed those not tested would have earned a low score because of limited English ability);
- Between the 23rd and 39th percentile;
- At or above the 40th percentile.

It was hoped that the percentage of students in both groups who scored below the 23rd percentile would decrease, while the percentage scoring above the 40th percentile would increase, over time. If the pre-K program had long-term effects on achievement, pre-K groups would be expected to show larger changes over time.

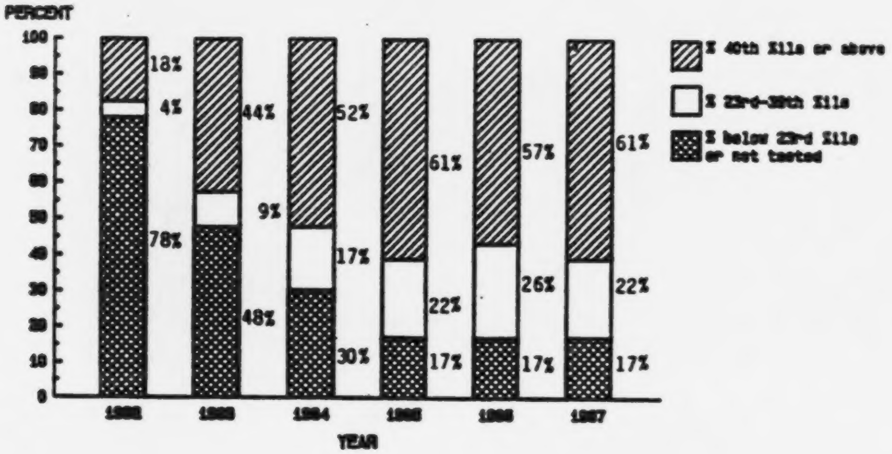
Two points must be kept in mind in reviewing these results:

- Reading is not tested at the kindergarten level, and

- Even the first scores listed in each area are posttests since no scores are available at the pre-K level for both groups.

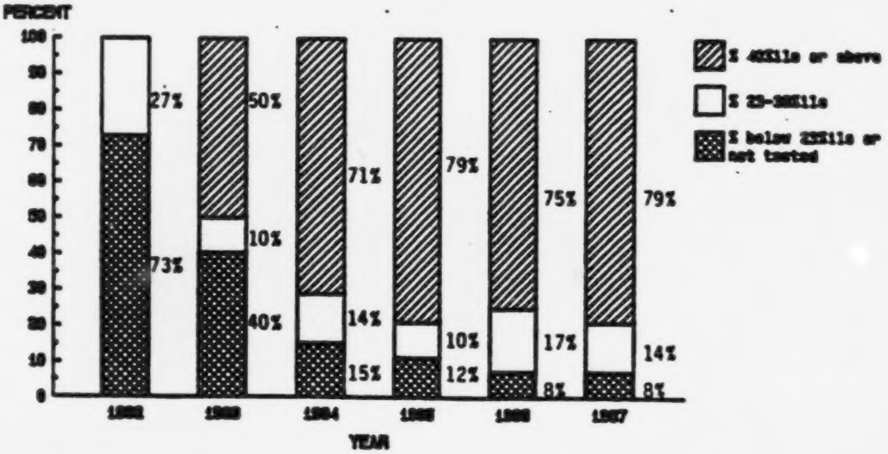
Both the pre-K and no pre-K groups showed the desired changes over time. Changes were most dramatic in language (see Figure B-11), with the percentage of students scoring above the 40th percentile rising 43.5% for pre-K and 51.9% for no pre-K students. Mathematics changes were more moderate, with a 30.4% increase in the above 40 category for pre-K and a 42.4% increase for no pre-K students. Reading percentages showed the smallest changes, with 4.3% more of the pre-K and 7.6% more of the no pre-K group scoring above 40. The percentages of scores in reading, language, and mathematics in each range for both 1981-82 kindergarten groups plus the percentage of change over time are shown in Figure B-12.

FIGURE B-11
FOLLOW-UP ON 1981-82 KINDERGARTENERS -- LANGUAGE
TITLE VII PRE-K



B-23
ITBS LANGUAGE TOTAL PERCENTILES

NO PRE-K



B-22
Students promoted all years (in grade 5
in 1986-87)

Patterns were similar for the 1982-83 and 1983-84 kindergarten follow-up groups. (See Attachment B-8 for complete frequencies on all three groups not retained; Attachment B-9 is the same information for those retained one year; B-10 reflects all active students.) In terms of scoring above the 40th percentile, the degree of change was more positive for the pre-K than the no pre-K group in only two of nine comparisons (in reading and mathematics for the 1982-83 group). In terms of scoring below 23, larger decreases were seen for the pre-K versus the no pre-K group in three of nine comparisons.

Thus, pre-K students did not show better long-term achievement than did students not served. It is difficult to determine why more positive effects were not seen for the pre-K Title VII students. If time and resources permit, we hope to observe and document more fully the nature of the bilingual prekindergarten program as it now exists in AISD in the future. AISD's present program has had national recognition as exemplary and is quite different from the Title VII pre-K program. The amount of instruction provided in Spanish versus English would be one critical feature to document. Some national literature suggests that all instruction should be in the native language at this young age.

FIGURE B-12
PERCENTAGE OF 1981-82 KINDERGARTEN LEP STUDENTS SCORING IN EACH OF FIVE PERCENTILE RANGES ON THE ITBS: PRE-K VS. NO PRE-K STUDENTS

Percentile Ranges		Percent in Each Category						Change
Reading		1982	1983	1984	1985	1986	1987	1983-87
No Score or <23	Pre-K	NA	52.2	34.7	39.0	47.7	47.8	- 4.4
	No pre-K	NA	36.6	17.3	19.0	19.2	15.3	-21.3
23-39	Pre-K	-	21.7	43.5	30.4	26.1	21.7	0
	No pre-K	-	17.3	26.9	17.3	28.8	30.8	+13.5
≥40	Pre-K	-	26.1	21.7	30.4	26.1	30.4	+ 4.3
	No pre-K	-	46.2	55.8	63.5	51.9	53.8	+ 7.6
Language		1982	1983	1984	1985	1986	1987	Change 1982-87
No Score or <23	Pre-K	78.2	47.8	30.4	17.3	17.3	17.4	-60.8
	No pre-K	73.0	40.4	15.4	11.5	7.7	7.6	-65.4
23-39	Pre-K	4.3	8.7	17.4	21.7	26.1	21.7	+17.4
	No pre-K	-	9.6	13.5	9.6	17.3	13.5	+13.5
≥40	Pre-K	17.4	43.5	52.2	60.9	56.5	60.9	+43.5
	No pre-K	26.9	50.0	71.2	78.8	75.0	78.8	+51.9
Mathematics		1982	1983	1984	1985	1986	1987	Change 1982-87
No Score or <23	Pre-K	69.6	26.0	30.4	34.7	43.4	26.0	-43.6
	No pre-K	51.8	11.6	7.7	30.8	21.2	21.2	-30.6
23-39	Pre-K	13.0	8.7	21.7	8.7	13.0	26.1	+13.1
	No pre-K	19.2	11.5	11.5	5.8	13.5	7.7	-11.5
≥40	Pre-K	17.4	65.2	47.8	56.5	43.5	47.8	+30.4
	No pre-K	28.8	76.9	80.8	63.5	65.4	71.2	+42.4

The 23 pre-K and 52 no pre-K students included were active all five years in AISD and not retained.

The 23 pre-K and 52 no pre-K students included were active all five years in AISD and not retained.

> **Evaluation Question D1-2:** How have LEP students who started in AISD's Title VII pre-K program in 1980-81, 1981-82, and 1982-83 progressed compared to other pre-K students (Chapter 1, Migrant)?
>
> ---Achievement growth
> ---Retention rates
> ---Special Education referrals

Procedures and results for this question can be found in the Chapter 1 Final Technical Report (ORE Pub. No. 86.03).

> **Evaluation Question D1-3:** How have fifth-grade LEP students in AISD's Title VII program in 1979-80 (and 1976-77) progressed? Compared to Chapter 1 students? Hispanic students? All AISD students?
>
> ---Number still in AISD
> ---Number of dropouts
> ---Number retained
> ---LEP status, years to exit
> ---Prueba de Lectura scores (compared to 1985-86)
> ---High school Spanish (number of years taken)
> ---Grade point average (with CAT as predictor)

From 1975-76 through 1979-80, AISD received federal Title VII funds for a bilingual demonstration project at grades K-6. The Title VII Project was to build the District's capacity to implement bilingual education through staff development, curriculum development, and parent involvement. The project operated at nine campuses in 1979-80--eight elementary (K-6) and one sixth-grade campus. All students on a campus participated--all campuses had high concentrations of LEP students. One of the major findings at the end of the five-year project was that fifth graders who had participated since first grade showed greater gains in English reading than those not participating. Small but consistent increases were also seen in fifth graders Spanish-reading skills (gains greater than for non-project students).

Title VII students in fifth grade in 1979-80, unless retained subsequently, should have graduated in the spring of 1986-87. A follow-up was done on all fifth graders in the project in 1979-80 (92 were in the project since first grade with 129 in varying lengths of time). Their progress was compared to that of Chapter 1 students, Hispanic students, and all AISD fifth graders in terms of the following variables:

- Number still in AISD,
- Number of dropouts,
- Number retained,
- Course grades of F earned.

The Title VII students would be expected to perform somewhat less well than all AISD fifth graders, but this information provides a valuable reference point. Title VII students would be expected to show rates more similar to those of Chapter 1 and Hispanic students, although their limited knowledge of English again puts them at a disadvantage (Title VII students were excluded from those two groups in the follow-up). Thus, performance equal to any of the other groups would be quite positive.

Data Files. The 1979-80 Title VII masterfile provided the names and identification number of all fifth graders participating. It was not possible to determine how long each had been in the program, so all were followed. The file was named FRYTITLE7; as a SAS input file, it was called LEPFIL. A file of Chapter 1 fifth graders (FRYCHAP1) was also created from BIGG file. Program SA-JF082 (variations 04 01, 05 01, 06 01) produced needed data. Program statements are shown with relevant results in Attachments B-11 (grade levels, drop status).

The program which produced data on those dropping out is shown in Attachment B-12 (SA-PS014 1101).

It was not possible to monitor LEP status and exits because this information was not kept on record until 1982; many of these students probably exited prior to this (only 13 students overall had an exit score and status of 7 on the 1986-87 LEP file).

Retention rates were based on current grade assignments and a knowledge of the grade they would be in if not subsequently retained. Current grade was taken from the student Master File.

Course grades and F's earned were determined based on the Student Grade Report (SGR) File. Programs utilized and relevant output are shown in Attachment B-13.

Results

Current Status: Still in AISD Dropouts, Transfers

Figure B-13 shows the number and percent of the original 1979-80 groups still in AISD, dropped, and transferred to other districts as of 1986-87.

FIGURE B-13
1986-87 STATUS OF 1979-80 FIFTH GRADERS

	Title VII		Chapter 1		Hispanic		All AISD	
	N	%	N	%	N	%	N	%
Total 1979-80	221	100	637	100	924	100	3,675	100
Status 1986-87								
In AISD	124	56.1	204	32.0	363	39.3	1,899	51.7
Dropped Out	77	34.8	204	32.0	228	24.7	635	17.3
Transferred	20	9.0	249	39.1	333	36.0	1,141	31.0

Chapter 1 and Hispanic groups do not include Title VII students.

The four groups differed significantly in terms of the percentage dropping out. **Title VII students had the highest percentage of students still in AISD but also the highest percentage dropping out.** The population appears quite stable, in that only 9% transferred to other districts. The Title VII dropout rate of 34.8% is double that for all 1979-80 fifth graders (17.3%); it is closest to the rate for Chapter 1 students (28.9%). (See Attachment B-12.)

Retention Rates

Retention rates also varied significantly across groups. **Of those still in AISD in 1986-87, 60% of the 1979-80 Title VII group were on grade level (grade 12) but 40% had been retained at least once between 1979-80 and 1986-87;** 18.5% (23 students) had been retained more than once. As Figure 25 illustrates, these retention rates are over twice that of all AISD 1979-80 fifth graders (15%). Retention rates were closer to those of Chapter 1 students (32%) and Hispanic students (23%).

FIGURE B-14
1986-87 GRADE LEVEL STATUS OF 1979-80
FOLLOW-UP GROUPS

Grade 1986-87	Title VII		Chapter 1		Hispanic		All AISD Grade 5	
	N	%	N	%	N	%	N	%
12	74	59.7	139	68.1	280	77.1	1,614	85.0
11	27	21.8	43	21.1	48	13.2	174	89.2
10	19	15.3	18	8.8	25	6.9	87	4.6
9	4	3.2	4	2.0	9	2.5	23	1.2
8	-	-	-	-	1	.3	1	.1

Courses Grades -- F's Earned

The percentage of failing and passing grades earned during the spring of 1986-87 was determined for courses taken by all groups. Courses in which seven or more former Title VII students were enrolled were selected; course grades for these same courses were then examined for the other groups as well. The courses included are listed below.

English (IB, IIIB, IVB, IVB Academic)
Correlated Language ARts (IIIB)
Recordkeeping
Foods and Nutrition
Family Living
Informal Geometry
Introduction to Biology
Cooperative Training

Chemistry
U.S. History
U.S. Government
Sociology
Advanced Social Studies
Health
Vocational Office Education (VOE)

Pass and fail rates for these courses combined are shown in Figure B-15. **The Title VII follow-up group had the highest failure rate (20.2%),** again double that of all AISD follow-up students (10.3%). Rates were more similar to those of Chapter 1 (15.4%) and Hispanic (14.4%) students.

FIGURE B-15
1979-80 TITLE VII FOLLOW-UP GROUPS
COURSE GRADES--PASS AND FAIL

	Title VII		Chapter 1		Hispanic		All AISD	
	N	%	N	%	N	%	N	%
Pass	42	79.8	193	84.6	379	85.6	2,190	89.7
Fail	166	20.2	35	15.4	64	14.4	251	10.3
Total Grades Earned	208	100.0	228	100.0	443	100.0	2,441	100.0

Includes common courses taken by all groups, spring, 1987. Grades earned exceed number in each group because some students were enrolled in more than one course included.

Failure rates were lower for Title VII students than for the other groups for some of the 16 courses. The English IVB academic rates were lower for the Title VII than for any of the other groups. U.S. Government failure rates were lower for Title VII than for Chapter 1 or Hispanic students. Overall, Title VII failure rates were lower than Chapter 1's in three courses, lower than Hispanic's in five courses, and lower than all AISD students in four courses. (See Attachment B-13.)

Summary

The boost provided by Title VII did not appear sufficient to overcome limited English ability in the fifth-grade follow-up. Fifth graders in Title VII in 1979-80 had higher rates of retention, dropping out, and failing than the 1979-80 Chapter 1 students as well as the other two comparison groups.

Attachment B-1
(Page 1 of 14)

READING

All Exits From 1984-85 Regardless of Active Status Other Years

AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF081 0401 1
OFFICE OF RESEARCH AND EVALUATION **** ALL EXIT SCORES
15:01 THURSDAY, JUNE 25, 1987

LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

READING

All EXITS FROM 84-85 regardless of active status other years

LANGUAGE GROUP = SPANISH
TESTAREA = READ

GRADEGRP 00-06

	TESTYEAR										~~TOTAL~~
	83		84		85		86		87		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	+
SCOREGRP					K students +						
1NOSCORE	84	65.1	46	35.7	11	8.5	21	16.3	30	23.3	~~192~~
2SCR06 %ile 1-6			3	4% 2.3			2	2% 1.6			~~5~~
3SCR22 %ile 7-22	14	31% 10.9	83 17	20% 13.2			108 15	14% 11.6	8	8% 6.2	~~54~~
4SCR39 %ile 23-39	45 20	44% 15.5	33	40% 25.6	118 39	33.1% 30.2	28	26% 21.7	99 29	29% 22.5	~~149~~
5SCR99 %ile ≥40	11	24% 8.5	30	36% 23.3	79	67% 61.2	63	58% 48.8	62	63% 48.1	245
TOTAL	129	100.0	129	100.0	129	100.0	129	100.0	129	100.0	645
INACTIVE	52*		30*		0		16		29		

* MANY WERE K & 1st GRADERS NOT YET IN AISD.
+ K students are not tested in reading.

APPENDIX B
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Attachment B-1

86.22

```
   AUSTIN INDEPENDENT SCHOOL DISTRICT              SA-JF081 0401                          2
   OFFICE OF RESEARCH AND EVALUATION          **** ALL EXIT SCORES
                                                          15:01 THURSDAY, JUNE 25, 1987
                LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                          LANGUAGE GROUP = SPANISH
                             TESTAREA = READ

GRADEGRP 07-08
-----------------------------------------------------------------------------------------------------
|                  |                               TESTYEAR                                 |       |
|                  |------------------------------------------------------------------------|       |
|                  |      83       |      84       |      85       |      86       |      87       |TOTAL  |
|                  |---------------+---------------+---------------+---------------+---------------+-------|
|                  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N    |
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|SCOREGRP          |     |         |     |         |     |         |     |         |     |         |       |
|------------------|     |         |     |         |     |         |     |         |     |         |       |
|1NOSCR            |    3|     30.0|    3|     30.0|     |         |    3|     30.0|    6|     60.0|     15|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|2SCR06            |    2|     20.0|     |         |     |         |     |         |     |         |      2|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|3SCR22            |    5|     50.0|    6|     60.0|     |         |     |         |⊛   1|     10.0|     12|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|4SCR39            |     |         |    1|     10.0|    7|     70.0|    4|     40.0|    1|     10.0|     13|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|5SCR99            |     |         |     |         |    3|     30.0|    3|     30.0|    2|     20.0|      8|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|TOTAL             |   10|    100.0|   10|    100.0|   10|    100.0|   10|    100.0|   10|    100.0|     50|
-----------------------------------------------------------------------------------------------------
```

1 exit fell below 23rd 2 yrs. later (10%)

APPENDIX B
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86.22

APPENDIX B
27

```
         AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                         3
         OFFICE OF RESEARCH AND EVALUATION          **** ALL EXIT SCORES
                                                             15:01 THURSDAY, JUNE 25, 1987
                   LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                   DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                         LANGUAGE GROUP = SPANISH
                             TESTAREA = READ

GRADEGRP 09-12
------------------------------------------------------------------------------------------------
|                 |                              TESTYEAR                                |      |
|                 |----------------------------------------------------------------------|      |
|                 |      83      |      84      |      85      |      86      |      87      |TOTAL |
|                 |--------------+--------------+--------------+--------------+--------------+------|
|                 |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N   |
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|SCOREGRP         |     |        |     |        |     |        |     |        |     |        |      |
|-----------------|     |        |     |        |     |        |     |        |     |        |      |
|1NOSCR           |    3|    60.0|    1|    20.0|     |        |    1|    20.0|    2|    40.0|     7|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|2SCR66           |    1|    20.0|     |        |     |        |     |        |     |        |     1|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|3SCR22           |     |        |    2|    40.0|     |        |     |        |     |        |     2|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|4SCR39           |    1|    20.0|     |        |    2|    40.0|    1|    20.0|    1|    20.0|     5|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|5SCR99           |     |        |    2|    40.0|    3|    60.0|    3|    60.0|    2|    40.0|    10|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|TOTAL            |    5|   100.0|    5|   100.0|    5|   100.0|    5|   100.0|    5|   100.0|    25|
------------------------------------------------------------------------------------------------
```

No exits fell below one-two years later

AUSTIN INDEPENDENT SCHOOL DISTRICT SA=JE081 0401 1
OFFICE OF RESEARCH AND EVALUATION ****EXIT WITH BOTH GE 40
15:10 THURSDAY, JUNE 25, 1987

LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

LANGUAGE GROUP = SPANISH
TESTAREA = READ

GRADEGRP 00-06

	TESTYEAR										TOTAL
	83		84		85		86		87		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
SCOREGRP											
1NOSCR	60	73.2	38	46.3	11	13.4	11	13.4	13	15.9	133
2SCR06			2	2.4							2
3SCR22	6	7.3	5	6.1			4	5.6% 4.9	2	2.4	17
4SCR39	8	9.8	11	13.4			71 12	14.6	14	17.1	45
5SCR99	8	9.8	26	31.7	71	86.6	55	67.1	53	64.6	213
TOTAL	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	410

86.22

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                    AUSTIN INDEPENDENT SCHOOL DISTRICT           SA-JF081 0401                  2
                    OFFICE OF RESEARCH AND EVALUATION     **** EXIT WITH BOTH GE 40
                                                                        15:10 THURSDAY, JUNE 25, 1987
                               LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                               DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                                         LANGUAGE GROUP = SPANISH
                                            TESTAREA = READ

GRADEGRP 07-08
------------------------------------------------------------------------------------------------------------
|                  |                                     TESTYEAR                                 |        |
|                  |------------------------------------------------------------------------------|        |
|                  |       83        |       84        |       85        |       86        |       87        |TOTAL  |
|                  |-----------------+-----------------+-----------------+-----------------+-----------------+-------|
|                  |  N    |PERCENT  |  N    |PERCENT  |  N    |PERCENT  |  N    |PERCENT  |  N    |PERCENT  |  N    |
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|SCOREGRP          |       |         |       |         |       |         |       |         |       |         |       |
|------------------|       |         |       |         |       |         |       |         |       |         |       |
|1NOSCR            |      1|     50.0|      1|     50.0|       |         |       |         |      2|    100.0|      4|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|3SCR22            |      1|     50.0|       |         |       |         |       |         |       |         |      1|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|4SCR39            |       |         |      1|     50.0|       |         |       |         |       |         |      1|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|5SCR55            |       |         |       |         |      2|    100.0|      2|    100.0|       |         |      4|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|TOTAL             |      2|    100.0|      2|    100.0|      2|    100.0|      2|    100.0|      2|    100.0|     10|
------------------------------------------------------------------------------------------------------------
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        AUSTIN INDEPENDENT SCHOOL DISTRICT              SA-JF081 0401                    3
        OFFICE OF RESEARCH AND EVALUATION       **** EXIT WITH BOTH GE 40
                                                               15:10 THURSDAY, JUNE 25, 1987
                   LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                   DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                            LANGUAGE GROUP = SPANISH
                               TESTAREA = READ

GRADEGRP 09-12
-------------------------------------------------------------------------------------------------
|                   |                             TESTYEAR                               |      |
|                   |--------------------------------------------------------------------|      |
|                   |      83      |      84      |      85      |      86      |      87      |TOTAL |
|                   |--------------+--------------+--------------+--------------+--------------+------|
|                   |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N   |
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|SCOREGRP           |     |        |     |        |     |        |     |        |     |        |      |
|-------------------|     |        |     |        |     |        |     |        |     |        |      |
|1NOSCR             |    1|    33.3|     |        |     |        |     |        |    1|    33.3|     2|
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|2SCR06             |    1|    33.3|     |        |     |        |     |        |     |        |     1|
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|3SCR22             |     |        |    2|    66.7|     |        |     |        |     |        |     2|
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|4SCR39             |    1|    33.3|     |        |     |        |    1|    33.3|    1|    33.3|     3|
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|5SCR99             |     |        |    1|    33.3|    3|   100.0|    2|    66.7|    1|    33.3|     7|
|-------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|TOTAL              |    3|   100.0|    3|   100.0|    3|   100.0|    3|   100.0|    3|   100.0|    15|
-------------------------------------------------------------------------------------------------
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86.22

APPENDIX B
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```
AUSTIN INDEPENDENT SCHOOL DISTRICT                  SA-JF081 0401                   1
OFFICE OF RESEARCH AND EVALUATION ***|EXIT WITH 1 OR BOTH LE 39|
                                                        15:14 THURSDAY, JUNE 25, 1987
             LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
             DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                      LANGUAGE GROUP = SPANISH
                          TESTAREA = READ

GRADEGRP 00-06
-----------------------------------------------------------------------------------------------
|                  |                              TESTYEAR                          |        |
|                  |----------------------------------------------------------------|        |
|                  |      83      |      84      |      85      |      86      |      87      |TOTAL   |
|                  |--------------+--------------+--------------+--------------+--------------+--------|
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N     |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|SCOREGRP          |     |        |     |        |     |        |     |        |     |        |        |
|------------------|     |        |     |        |     |        |     |        |     |        |        |
|1NOSCR            |   24|    51.1|    8|    17.0|     |        |   10|    21.3|   17|    36.2|      59|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|2SCR06            |     |        |    1|     2.1|     |        |    2|     4.3|     |        |       3|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|3SCR22            |    8|    17.0|   12|    25.5|     |        |13 11|36  23.4|    6|    12.8|      37|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|4SCR39            |   12|    25.5|   22|    46.8|   39|    83.0|   16|    34.0|   15|    31.9|     104|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|5SCR99            |    3|     6.4|    4|     8.5|    8|    17.0|    8|    17.0|    9|    19.1|      32|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+--------|
|TOTAL             |   47|   100.0|   47|   100.0|   47|   100.0|   47|   100.0|   47|   100.0|     235|
-----------------------------------------------------------------------------------------------
```

86.22

```
AUSTIN INDEPENDENT SCHOOL DISTRICT                 SA-JF081 0401                     2
OFFICE OF RESEARCH AND EVALUATION *** EXIT WITH 1 OR BOTH LE 39
                                                          15:14 THURSDAY, JUNE 25, 1987

                    LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                    DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                           LANGUAGE GROUP = SPANISH
                             TESTAREA = READ

GRADEGRP 07-08
-------------------------------------------------------------------------------------------------
|                  |                              TESTYEAR                               |       |
|                  |---------------------------------------------------------------------|       |
|                  |       83        |       84        |       85        |       86        |       87        |TOTAL  |
|                  |-----------------+-----------------+-----------------+-----------------+-----------------+-------|
|                  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|SCOREGRP          |       |         |       |         |       |         |       |         |       |         |       |
|------------------|       |         |       |         |       |         |       |         |       |         |       |
|1NOSCR            |      2|     25.0|      2|     25.0|       |         |      3|     37.5|      4|     50.0|     11|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|2SCR06            |      2|     25.0|       |         |       |         |       |         |       |         |      2|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|3SCR22            |      4|     50.0|      6|     75.0|       |         |       |         |      1|     12.5|     11|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|4SCR39            |       |         |       |         |      7|     87.5|      4|     50.0|      1|     12.5|     12|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|5SCR99            |       |         |       |         |      1|     12.5|      1|     12.5|      2|     25.0|      4|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|TOTAL             |      8|    100.0|      8|    100.0|      8|    100.0|      8|    100.0|      8|    100.0|     40|
-------------------------------------------------------------------------------------------------
```

```
                AUSTIN INDEPENDENT SCHOOL DISTRICT           SA-JF081 0401                 3
                OFFICE OF RESEARCH AND EVALUATION *** EXIT WITH 1 OR BOTH LE 39
                                                                  15:14 THURSDAY, JUNE 25, 1987
                       LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                       DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                                  LANGUAGE GROUP = SPANISH
                                    TESTAREA = READ

GRADEGRP 09-12
------------------------------------------------------------------------------------------------
|                 |                              TESTYEAR                              |      |
|                 |--------------------------------------------------------------------|      |
|                 |      83      |      84      |      85      |      86      |      87      |TOTAL |
|                 |--------------+--------------+--------------+--------------+--------------+------|
|                 |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N   |
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|SCOREGRP         |     |        |     |        |     |        |     |        |     |        |      |
|-----------------|     |        |     |        |     |        |     |        |     |        |      |
|1NOSCR           |    2|   100.0|    1|    50.0|     |        |    1|    50.0|    1|    50.0|     5|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|4SCR39           |     |        |     |        |    2|   100.0|     |        |     |        |     2|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|5SCR99           |     |        |    1|    50.0|     |        |    1|    50.0|    1|    50.0|     3|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|TOTAL            |    2|   100.0|    2|   100.0|    2|   100.0|    2|   100.0|    2|   100.0|    10|
------------------------------------------------------------------------------------------------
```

```
             AUSTIN INDEPENDENT SCHOOL DISTRICT                 SA-JF081 0401                         5
             OFFICE OF RESEARCH AND EVALUATION            **** ALL EXIT SCORES
                                                                        15:01 THURSDAY, JUNE 25, 1987

                          LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                          DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                                  LANGUAGE GROUP = SPANISH
                                     TESTAREA = LANG

GRADEGRP 00-06
-----------------------------------------------------------------------------------------------------------
|                  |                                   TESTYEAR                                 |       |
|                  |----------------------------------------------------------------------------|       |
|                  |        83         |        84         |        85         |        86         |        87         |TOTAL  |
|                  |-------------------+-------------------+-------------------+-------------------+-------------------|-------|
|                  |  N   |PERCENT     |  N   |PERCENT     |  N   |PERCENT     |  N   |PERCENT     |  N   |PERCENT     |  N    |
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|SCOREGRP          |      |            |      |            |      |            |      |            |      |            |       |
|------------------|      |            |      |            |      |            |      |            |      |            |       |
|1NOSCR            |    74|        57.4|    31|        24.0|      |            |    21|        16.3|    30|        23.3|    156|
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|2SCR06            |     7|        5.4 |     5|        3.9 |      |            |      |            |      |            |     12|
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|3SCR22            |    13|        10.1|    20|        15.5|      |            |     2|        1.6 |     3|        2.3 |     38|
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|4SCR39            |    16|        12.4|    23|        17.8|    21|        16.3|    17|        13.2|    18|        14.0|     95|
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|5SCR99            |    19|        14.7|    50|        38.8|   108|        83.7|    89|        69.0|    78|        60.5|    344|
|------------------+------+------------+------+------------+------+------------+------+------------+------+------------+-------|
|TOTAL             |   129|       100.0|   129|       100.0|   129|       100.0|   129|       100.0|   129|       100.0|    645|
-----------------------------------------------------------------------------------------------------------
```

LANGUAGE

All exits regardless of active status other years

55 (83: 2SCR06 + 3SCR22 36%; 4SCR39 29%)

98 (84: 2SCR06 + 3SCR22 26%; 4SCR39 23%; 5SCR99 51%)

N=108 (86: 3SCR22 2%; 4SCR39 16%; 5SCR99 80%)

99 (87: 3SCR22 3%; 4SCR39 18%; 5SCR99 79%)

INACTIVE . 52 80 16 29

86.22

APPENDIX B
35

```
AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                          6
OFFICE OF RESEARCH AND EVALUATION         **** ALL EXIT SCORES
                                                           15:01 THURSDAY, JUNE 25, 1987
              LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
              DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                     LANGUAGE GROUP = SPANISH
                        TESTAREA = LANG

GRADEGRP 07-08
--------------------------------------------------------------------------------------------
|                |                              TESTYEAR                            |       |
|                |------------------------------------------------------------------|       |
|                |      83      |      84      |      85      |      86      |      87      |TOTAL  |
|                |--------------+--------------+--------------+--------------+--------------+-------|
|                |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |   N   |
|----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|SCOREGRP        |     |        |     |        |     |        |     |        |     |        |       |
|----------------|     |        |     |        |     |        |     |        |     |        |       |
|1NOSCR          |    3|    30.0|    3|    30.0|     |        |    3|    30.0|    6|    60.0|     15|
|----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|3SCR22          |    3|    30.0|    1|    10.0|     |        |     |        |     |        |      4|
|----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|4SCR39          |    3|    30.0|    3|    30.0|    3|    30.0|    1|    10.0|    2|    20.0|     12|
|----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|5SCR99          |    1|    10.0|    3|    30.0|    7|    70.0|    6|    60.0|    2|    20.0|     19|
|----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|TOTAL           |   10|   100.0|   10|   100.0|   10|   100.0|   10|   100.0|   10|   100.0|     50|
--------------------------------------------------------------------------------------------
```

no one fell below after exit

```
AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                               7
OFFICE OF RESEARCH AND EVALUATION         **** ALL EXIT SCORES
                                                         15:01 THURSDAY, JUNE 25, 1987
                    LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                    DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                              LANGUAGE GROUP = SPANISH
                                 TESTAREA = LANG

GRADEGRP 09-12
----------------------------------------------------------------------------------------------------
|                   |                                 TESTYEAR                                |      |
|                   |-------------------------------------------------------------------------|      |
|                   |      83        |      84        |      85        |      86        |      87        |TOTAL |
|                   |----------------+----------------+----------------+----------------+----------------+------|
|                   |  N   |PERCENT  |  N   |PERCENT  |  N   |PERCENT  |  N   |PERCENT  |  N   |PERCENT  |  N   |
|-------------------+------+---------+------+---------+------+---------+------+---------+------+---------+------|
|SCOREGRP           |      |         |      |         |      |         |      |         |      |         |      |
|-------------------|      |         |      |         |      |         |      |         |      |         |      |
|1NOSCR             |     4|     80.0|     1|     20.0|      |         |     1|     20.0|     2|     40.0|     8|
|-------------------+------+---------+------+---------+------+---------+------+---------+------+---------+------|
|4SCR39             |      |         |     1|     20.0|      |         |     1|     20.0|      |         |     2|
|-------------------+------+---------+------+---------+------+---------+------+---------+------+---------+------|
|5SCR99             |     1|     20.0|     3|     60.0|     5|    100.0|     3|     60.0|     3|     60.0|    15|
|-------------------+------+---------+------+---------+------+---------+------+---------+------+---------+------|
|TOTAL              |     5|    100.0|     5|    100.0|     5|    100.0|     5|    100.0|     5|    100.0|    25|
----------------------------------------------------------------------------------------------------
```

no one fell below after exit

APPENDIX B
36

86.22

```
AUSTIN INDEPENDENT SCHOOL DISTRICT                SA-JF081 0401                       5
OFFICE OF RESEARCH AND EVALUATION **( EXIT WITH 1 OR BOTH LE 39
                                                              15:14 THURSDAY, JUNE 25, 1987
                LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                      LANGUAGE GROUP = SPANISH
                        TESTAREA = LANG

GRADEGRP 00-06
------------------------------------------------------------------------------------------------
|                 |                              TESTYEAR                                |      |
|                 |----------------------------------------------------------------------|      |
|                 |      83      |      84      |      85      |      86      |      87      |TOTAL |
|                 |--------------+--------------+--------------+--------------+--------------+------|
|                 |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N   |
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|SCOREGRP         |     |        |     |        |     |        |     |        |     |        |      |
|-----------------|     |        |     |        |     |        |     |        |     |        |      |
|1NOSCR           |   21|    44.7|    7|    14.9|     |        |   10|    21.3|   17|    36.2|    55|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|2SCRC6           |    2|     4.3|     |        |     |        |     |        |     |        |     2|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|3SCR22           |    7|    14.9|   12|    25.5|     |        |    1|2.7% 2.1|    1|     2.1|    21|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|4SCR39           |    8|    17.0|   11|    23.4|   21|    44.7|   11|    23.4|   12|    25.5|    63|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|5SCR99           |    9|    19.1|   17|    36.2|   26|    55.3|   25|    53.2|   17|    36.2|    94|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|TOTAL            |   47|   100.0|   47|   100.0|   47|   100.0|   47|   100.0|   47|   100.0|   235|
------------------------------------------------------------------------------------------------
```

APPENDIX B
37

86.22

```
AUSTIN INDEPENDENT SCHOOL DISTRICT                 SA-JF081 0401                        5
OFFICE OF RESEARCH AND EVALUATION       **** EXIT WITH BOTH GE 40
                                                             15:10 THURSDAY, JUNE 25, 1987
                    LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                    DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                             LANGUAGE GROUP = SPANISH
                                 TESTAREA = LANG

GRADEGRP 00-06
-------------------------------------------------------------------------------------------------
|                 |                                 TESTYEAR                             |       |
|                 |----------------------------------------------------------------------|       |
|                 |      83       |      84       |      85       |      86       |      87       |TOTAL  |
|                 |---------------+---------------+---------------+---------------+---------------+-------|
|                 |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N    |
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|SCOREGRP         |     |         |     |         |     |         |     |         |     |         |       |
|-----------------|     |         |     |         |     |         |     |         |     |         |       |
|1NOSCR           |   53|     64.6|   24|     29.3|     |         |   11|     13.4|   13|     15.9|    101|
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|2SCR06           |    5|      6.1|    5|      6.1|     |         |     |         |     |         |     10|
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|3SCR22           |    6|      7.3|    8|      9.8|     |         | /  1|1.7   1.2|    2|      2.4|     17|
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|4SCR39           |    8|      9.8|   12|     14.6|     |       71{  6|      7.3|    6|      7.3|     32|
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|5SCR99           |   10|     12.2|   33|     40.2|   82|    100.0| \ 64|     78.0|   61|     74.4|    250|
|-----------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|TOTAL            |   82|    100.0|   82|    100.0|   82|    100.0|   82|    100.0|   82|    100.0|    410|
-------------------------------------------------------------------------------------------------
```

APPENDIX B
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Attachment B-2
(Page 1 of 16)

SPANISH READING

1984-85 Exits Active All Five Years in AISD (1983-87)

AUSTIN INDEPENDENT SCHOOL DISTRICT   SA-JF081 0401   1
OFFICE OF RESEARCH AND EVALUATION   **** ACTIVE ALL 5 YEARS
11:58 FRIDAY, JUNE 26, 1987

LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

LANGUAGE GROUP = SPANISH
TESTAREA = READING

GRACEGRP 00-06

84-85 EXITS ACTIVE ALL FIVE YEARS IN AISD (83-87)

	TESTYEAR										
	83		84		85		86		87		TOTAL
PERCENTILE RANGES	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
SCCREGRP											
1NCSCORE	26	44.1	5	8.5			2	3.4	1	1.7	34
3SCR22 7-22	8	13.6	9	15.3			9	15.3	5	8.5	31
4SCR39 23-39	17	28.8	23	39.0	21	35.6	19	32.2	18	30.5	98
5SCR99 ≥40	8	13.6	22	37.3	38	64.4	29	49.2	35	59.3	132
TCTAL	59	100.0	59	100.0	59	100.0	59	100.0	59	100.0	295

APPENDIX B
40

Attachment B-2

```
AUSTIN INDEPENDENT SCHOOL DISTRICT              SA-JF081 0401                        2
OFFICE OF RESEARCH AND EVALUATION         **** ACTIVE ALL 5 YEARS
                                                           11:58 FRIDAY, JUNE 26, 1987
                LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                       LANGUAGE GROUP = SPANISH
                          TESTAREA = READ

GRADEGRP 07-08
-----------------------------------------------------------------------------------------------------
|                  |                                  TESTYEAR                              |       |
|                  |------------------------------------------------------------------------|       |
|                  |       83        |       84        |       85        |       86        |       87        |TOTAL  |
|                  |-----------------+-----------------+-----------------+-----------------+-----------------+-------|
|                  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |PERCENT  |   N   |
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|SCOREGRP          |       |         |       |         |       |         |       |         |       |         |       |
|------------------|       |         |       |         |       |         |       |         |       |         |       |
|2SCR06            |      1|     33.3|       |         |       |         |       |         |       |         |      1|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|3SCR22            |      2|     66.7|      3|    100.0|       |         |       |         |      1|     33.3|      6|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|4SCR39            |       |         |       |         |      3|    100.0|      2|     66.7|      1|     33.3|      6|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|5SCR99            |       |         |       |         |       |         |      1|     33.3|      1|     33.3|      2|
|------------------+-------+---------+-------+---------+-------+---------+-------+---------+-------+---------+-------|
|TOTAL             |      3|    100.0|      3|    100.0|      3|    100.0|      3|    100.0|      3|    100.0|     15|
-----------------------------------------------------------------------------------------------------
```

```
          AUSTIN INDEPENDENT SCHOOL DISTRICT          SA-JF081 0401                        3
          OFFICE OF RESEARCH AND EVALUATION      **** ACTIVE ALL 5 YEARS
                                                                   11:58 FRIDAY, JUNE 26, 1987
                    LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                    DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                              LANGUAGE GROUP = SPANISH
                                 TESTAREA = READ

GRADEGRP 09-12
------------------------------------------------------------------------------------------------
|                  |                            TESTYEAR                                |       |
|                  |--------------------------------------------------------------------|       |
|                  |      83      |      84      |      85      |      86      |      87      |TOTAL  |
|                  |--------------+--------------+--------------+--------------+--------------|-------|
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |   N   |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|SCCREGRP          |     |        |     |        |     |        |     |        |     |        |       |
|------------------|     |        |     |        |     |        |     |        |     |        |       |
|3SCR22            |     |        |    1|   100.0|     |        |     |        |     |        |      1|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|4SCR39            |    1|   100.0|     |        |     |        |     |        |    1|   100.0|      2|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|5SCR99            |     |        |     |        |    1|   100.0|    1|   100.0|     |        |      2|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|TOTAL             |    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|      5|
------------------------------------------------------------------------------------------------
```

86.22

APPENDIX B
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```
AUSTIN INDEPENDENT SCHOOL DISTRICT              SA-JF081 0401                         4
OFFICE OF RESEARCH AND EVALUATION       **** ACTIVE ALL 5 YEARS
                                                                 11:58 FRIDAY, JUNE 26, 1987
                    LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                    DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                           LANGUAGE GROUP = SPANISH
                              TESTAREA = READ
```

TOTAL

	TESTYEAR										TOTAL
	83		84		85		86		87		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
SCOREGRP											
1ACSCR	26	41.3	5	7.9			2	3.2	1	1.6	34
2SCR06	1	1.6									1
3SCR22	10	15.9	13	20.6			9	14.3	6	9.5	38
4SCR39	18	28.6	23	36.5	24	38.1	21	33.3	20	31.7	106
5SCR99	8	12.7	22	34.9	39	61.9	31	49.2	36	57.1	136
TOTAL	63	100.0	63	100.0	63	100.0	63	100.0	63	100.0	315

AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF081 0401 5
OFFICE OF RESEARCH AND EVALUATION **** ACTIVE ALL 5 YEARS
11:58 FRIDAY, JUNE 26, 1987

LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

LANGUAGE GROUP = SPANISH
TESTAREA = LANGUAGE

GRACEGRP 00-06

	TESTYEAR										TOTAL
	83		84		85		86		87		
PERCENTILE RANGES	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
SCCREGRP											
1NOSCORE	18	30.5	2	3.4			2	3.4	1	1.7	23
2SCR06 1-6	15(5	25.4(8.5	7(1	11.9(1.7							6
3SCR22 7-22	10	16.9	6	10.2			1	1.7	1	1.7	18
4SCR39 23-39	15	25.4	19	32.2	12	20.3	11	18.6	13	22.0	70
5SCR99 ≥40	11	18.6	31	52.5	47	79.7	45	76.3	44	74.6	178
TOTAL	59	100.0	59	100.0	59	100.0	59	100.0	59	100.0	295

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AUSTIN INDEPENDENT SCHOOL DISTRICT               SA-JF081 0401                           6
OFFICE OF RESEARCH AND EVALUATION           **** ACTIVE ALL 5 YEARS
                                                               11:58 FRIDAY, JUNE 26, 1987
                  LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                  DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                           LANGUAGE GROUP = SPANISH
                              TESTAREA = LANG

GRADEGRP 07-08
----------------------------------------------------------------------------------------------
|                  |                               TESTYEAR                          |       |
|                  |-----------------------------------------------------------------|       |
|                  |       83       |       84       |       85       |       86       |       87       |TOTAL |
|                  |----------------+----------------+----------------+----------------+----------------+------|
|                  |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N  |
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+------|
|SCCREGRP          |      |        |      |        |      |        |      |        |      |        |      |
|------------------|      |        |      |        |      |        |      |        |      |        |      |
|4SCR39            |     2|    66.7|     1|    33.3|     1|    33.3|     1|    33.3|     1|    33.3|     6|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+------|
|5SCR99            |     1|    33.3|     2|    66.7|     2|    66.7|     2|    66.7|     2|    66.7|     9|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+------|
|TOTAL             |     3|   100.0|     3|   100.0|     3|   100.0|     3|   100.0|     3|   100.0|    15|
----------------------------------------------------------------------------------------------
```

```
AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                        7
OFFICE OF RESEARCH AND EVALUATION        **** ACTIVE ALL 5 YEARS
                                                            11:58 FRIDAY, JUNE 26, 1987
                   LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                   DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                          LANGUAGE GROUP = SPANISH
                            TESTAREA = LANG

GRADEGRP 05-12
--------------------------------------------------------------------------------------------
|                  |                          TESTYEAR                                |     |
|                  |------------------------------------------------------------------|     |
|                  |      83      |      84      |      85      |      86      |      87      |TOTAL|
|                  |--------------+--------------+--------------+--------------+--------------+-----|
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-----|
|SCCREGRP          |     |        |     |        |     |        |     |        |     |        |     |
|------------------|     |        |     |        |     |        |     |        |     |        |     |
|5SCR99            |    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    5|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-----|
|TCTAL             |    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    5|
--------------------------------------------------------------------------------------------
```

```
AUSTIN INDEPENDENT SCHOOL DISTRICT         SA-JF081 0401                    8
OFFICE OF RESEARCH AND EVALUATION      **** ACTIVE ALL 5 YEARS
                                                  11:58 FRIDAY, JUNE 26, 1987
                 LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                 DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                          LANGUAGE GROUP = SPANISH
                             TESTAREA = LANG

TOTAL
----------------------------------------------------------------------------------------------------
|                  |                              TESTYEAR                                  |       |
|                  |------------------------------------------------------------------------|       |
|                  |      83      |      84      |      85      |      86      |      87      | TOTAL |
|                  |--------------+--------------+--------------+--------------+--------------|       |
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |   N   |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|SCCREGRP          |     |        |     |        |     |        |     |        |     |        |       |
|------------------|     |        |     |        |     |        |     |        |     |        |       |
|1NCSCR            |   18|    28.6|    2|     3.2|     |        |    2|     3.2|    1|     1.6|     23|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|2SCR06            |    5|     7.9|    1|     1.6|     |        |     |        |     |        |      6|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|3SCR22            |   10|    15.9|    6|     9.5|     |        |    1|     1.6|    1|     1.6|     18|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|4SCR39            |   17|    27.0|   20|    31.7|   13|    20.6|   12|    19.0|   14|    22.2|     76|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|5SCR99            |   13|    20.6|   34|    54.0|   50|    79.4|   48|    76.2|   47|    74.6|    192|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|TOTAL             |   63|   100.0|   63|   100.0|   63|   100.0|   63|   100.0|   63|   100.0|    315|
----------------------------------------------------------------------------------------------------
```

```
AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                 9
OFFICE OF RESEARCH AND EVALUATION      **** ACTIVE ALL 5 YEARS
                                                      11:58 FRIDAY, JUNE 26, 1987
                   LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                   DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                          LANGUAGE GROUP = SPANISH
                             TESTAREA = MATH

GRACEGRP 00-06
------------------------------------------------------------------------------------------
|                  |                         TESTYEAR                              |      |
|                  |---------------------------------------------------------------|      |
|                  |     83      |     84      |     85      |     86      |     87      |TOTAL |
|                  |-------------+-------------+-------------+-------------+-------------+------|
|                  |  N  |PERCENT|  N  |PERCENT|  N  |PERCENT|  N  |PERCENT|  N  |PERCENT|  N   |
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|SCCREGRP          |     |       |     |       |     |       |     |       |     |       |      |
|------------------|     |       |     |       |     |       |     |       |     |       |      |
|1NCSCR            |    9|   15.3|    1|    1.7|     |       |    1|    1.7|    1|    1.7|    12|
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|2SCR06            |    3|    5.1|    2|    3.4|     |       |    3|    5.1|    4|    6.8|    12|
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|3SCR22            |   14|   23.7|    7|   11.9|   11|   18.6|    9|   15.3|    5|    8.5|    46|
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|4SCR39            |   10|   16.9|   13|   22.0|    6|   10.2|   12|   20.3|   10|   16.9|    51|
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|5SCR99            |   23|   39.0|   36|   61.0|   42|   71.2|   34|   57.6|   39|   66.1|   174|
|------------------+-----+-------+-----+-------+-----+-------+-----+-------+-----+-------+------|
|TCTAL             |   59|  100.0|   59|  100.0|   59|  100.0|   59|  100.0|   59|  100.0|   295|
------------------------------------------------------------------------------------------
```

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         AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                    10
         OFFICE OF RESEARCH AND EVALUATION       **** ACTIVE ALL 5 YEARS
                                                                 11:58 FRIDAY, JUNE 26, 1987
                     LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                     DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                             LANGUAGE GROUP = SPANISH
                                TESTAREA = MATH

GRADEGRP 07-08
-------------------------------------------------------------------------------------------
|                 |                          TESTYEAR                            |       |
|                 |--------------------------------------------------------------|       |
|                 |      83      |      84      |      85      |      86      |      87      |TOTAL  |
|                 |--------------+--------------+--------------+--------------+--------------+-------|
|                 |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |   N   |
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|SCCREGRP         |     |        |     |        |     |        |     |        |     |        |       |
|-----------------|     |        |     |        |     |        |     |        |     |        |       |
|2SCR06           |    1|    33.3|     |        |     |        |     |        |    1|    33.3|      2|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|3SCR22           |    1|    33.3|    1|    33.3|    1|    33.3|    2|    66.7|    2|    66.7|      7|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|4SCR39           |     |        |    1|    33.3|     |        |     |        |     |        |      1|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|5SCR99           |    1|    33.3|    1|    33.3|    2|    66.7|    1|    33.3|     |        |      5|
|-----------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-------|
|TOTAL            |    3|   100.0|    3|   100.0|    3|   100.0|    3|   100.0|    3|   100.0|     15|
-------------------------------------------------------------------------------------------
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86.22

APPENDIX B
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AUSTIN INDEPENDENT SCHOOL DISTRICT             SA-JF081 0401                          11
OFFICE OF RESEARCH AND EVALUATION        **** ACTIVE ALL 5 YEARS
                                                          11:58 FRIDAY, JUNE 26, 1987
               LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
               DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                       LANGUAGE GROUP = SPANISH
                          TESTAREA = MATH

GRADEGRP 05-12
----------------------------------------------------------------------------------------------
|                  |                              TESTYEAR                              |     |
|                  |--------------------------------------------------------------------|     |
|                  |      83      |      84      |      85      |      86      |      87      |TOTAL|
|                  |--------------+--------------+--------------+--------------+--------------+-----|
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-----|
|SCCREGRP          |     |        |     |        |     |        |     |        |     |        |     |
|------------------|     |        |     |        |     |        |     |        |     |        |     |
|5SCR99            |    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    5|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+-----|
|TCTAL             |    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    1|   100.0|    5|
----------------------------------------------------------------------------------------------
```

```
AUSTIN INDEPENDENT SCHOOL DISTRICT              SA-JF081 0401                           12
OFFICE OF RESEARCH AND EVALUATION         **** ACTIVE ALL 5 YEARS
                                                                 11:58 FRIDAY, JUNE 26, 1987
              LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
              DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                      LANGUAGE GROUP = SPANISH
                         TESTAREA = MATH

TOTAL
-----------------------------------------------------------------------------------------------------
|                  |                                TESTYEAR                              |       |
|                  |-----------------------------------------------------------------------|       |
|                  |      83       |      84       |      85       |      86       |      87      |TOTAL  |
|                  |---------------+---------------+---------------+---------------+--------------|-------|
|                  |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N  |PERCENT |   N   |
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|SCOREGRP          |      |        |      |        |      |        |      |        |      |        |       |
|------------------|      |        |      |        |      |        |      |        |      |        |       |
|1NOSCR            |     9|    14.3|     1|     1.6|      |        |     1|     1.6|     1|     1.6|     12|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|2SCR06            |     4|     6.3|     2|     3.2|      |        |     3|     4.8|     5|     7.9|     14|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|3SCR22            |    15|    23.8|     8|    12.7|    12|    19.0|    11|    17.5|     7|    11.1|     53|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|4SCR39            |    10|    15.9|    14|    22.2|     6|     9.5|    12|    19.0|    10|    15.9|     52|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|5SCR99            |    25|    39.7|    38|    60.3|    45|    71.4|    36|    57.1|    40|    63.5|    184|
|------------------+------+--------+------+--------+------+--------+------+--------+------+--------+-------|
|TOTAL             |    63|   100.0|    63|   100.0|    63|   100.0|    63|   100.0|    63|   100.0|    315|
-----------------------------------------------------------------------------------------------------
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AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF081 0401 13
OFFICE OF RESEARCH AND EVALUATION **** ACTIVE ALL 5 YEARS
11:58 FRIDAY, JUNE 26, 1987

LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

LANGUAGE GROUP = OTHER
TESTAREA = READ

GRADEGRP 00-06

	TESTYEAR										
	83		84		85		86		87		TOTAL
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
SCOREGRP											
1NCSCR	7	58.3	1	8.3							8
2SCRC6	1	8.3									1
3SCR22	2	16.7	2	16.7							4
4SCR39	2	16.7	4	33.3	3	25.0	1	8.3	1	8.3	11
5SCR99			5	41.7	9	75.0	11	91.7	11	91.7	36
TOTAL	12	100.0	12	100.0	12	100.0	12	100.0	12	100.0	60

None fell below after exit

APPENDIX B
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86.22

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                    AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                             14
                    OFFICE OF RESEARCH AND EVALUATION       **** ACTIVE ALL 5 YEARS
                                                                                  11:58 FRIDAY, JUNE 26, 1987
                                  LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                                  DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                                            LANGUAGE GROUP = OTHER
                                              TESTAREA = READ

GRACEGRP 07-08
------------------------------------------------------------------------------------------------------------------------------
|                    |                                           TESTYEAR                                           |        |
|                    |----------------------------------------------------------------------------------------------|        |
|                    |        83        |        84        |        85        |        86        |        87        |TOTAL   |
|                    |--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|                    |   N    |PERCENT  |   N    |PERCENT  |   N    |PERCENT  |   N    |PERCENT  |   N    |PERCENT  |   N    |
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|SCCREGRP            |        |         |        |         |        |         |        |         |        |         |        |
|--------------------|        |         |        |         |        |         |        |         |        |         |        |
|1ACSCR              |       1|     50.0|        |         |        |         |        |         |        |         |       1|
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|2SCR06              |       1|     50.0|        |         |        |         |        |         |        |         |       1|
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|3SCR22              |        |         |       1|     50.0|        |         |        |         |        |         |       1|
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|4SCR39              |        |         |       1|     50.0|       1|     50.0|        |         |        |         |       2|
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|5SCR99              |        |         |        |         |       1|     50.0|       2|    100.0|       2|    100.0|       5|
|--------------------+--------+---------+--------+---------+--------+---------+--------+---------+--------+---------+--------|
|TCTAL               |       2|    100.0|       2|    100.0|       2|    100.0|       2|    100.0|       2|    100.0|      10|
------------------------------------------------------------------------------------------------------------------------------
```

APPENDIX B
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```
AUSTIN INDEPENDENT SCHOOL DISTRICT               SA-JF081 0401                         16
OFFICE OF RESEARCH AND EVALUATION          **** ACTIVE ALL 5 YEARS
                                                                11:58 FRIDAY, JUNE 26, 1987
                      LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                      DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                                LANGUAGE GROUP = OTHER
                                  TESTAREA = LANG

GRADEGRP 0C-06
--------------------------------------------------------------------------------------------------
|                  |                              TESTYEAR                                |       |
|                  |----------------------------------------------------------------------|       |
|                  |      83       |      84       |      85       |      86       |      87       |TOTAL  |
|                  |---------------+---------------+---------------+---------------+---------------+-------|
|                  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N  |PERCENT  |  N    |
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|SCOREGRP          |     |         |     |         |     |         |     |         |     |         |       |
|------------------|     |         |     |         |     |         |     |         |     |         |       |
|1NOSCR            |    2|     16.7|     |         |     |         |     |         |     |         |      2|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|3SCR22            |    4|     33.3|    2|     16.7|     |         |     |         |     |         |      6|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|4SCR39            |    2|     16.7|    2|     16.7|    1|      8.3|     |         |     |         |      5|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|5SCR99            |    4|     33.3|    8|     66.7|   11|     91.7|   12|    100.0|   12|    100.0|     47|
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-------|
|TOTAL             |   12|    100.0|   12|    100.0|   12|    100.0|   12|    100.0|   12|    100.0|     60|
--------------------------------------------------------------------------------------------------
```

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AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF081 0401                          17
OFFICE OF RESEARCH AND EVALUATION        **** ACTIVE ALL 5 YEARS
                                                             11:58 FRIDAY, JUNE 26, 1987
                     LEP STUDENTS WHO EXITED FROM 05/85 TO 09/85
                     DO PROC TABULATES OF DIFFERENT SCORE GROUPS

                              LANGUAGE GROUP = OTHER
                                 TESTAREA = LANG

GRADEGRP 07-08
----------------------------------------------------------------------------------------------
|                  |                           TESTYEAR                               |      |
|                  |------------------------------------------------------------------|      |
|                  |      83      |      84      |      85      |      86      |      87      |TOTAL |
|                  |--------------+--------------+--------------+--------------+--------------+------|
|                  |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N  |PERCENT |  N   |
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|SCOREGRP          |     |        |     |        |     |        |     |        |     |        |      |
|------------------|     |        |     |        |     |        |     |        |     |        |      |
|1NOSCR            |    1|    50.0|     |        |     |        |     |        |     |        |     1|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|2SCR06            |    1|    50.0|     |        |     |        |     |        |     |        |     1|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|4SCR39            |     |        |    1|    50.0|     |        |     |        |     |        |     1|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|5SCR99            |     |        |    1|    50.0|    2|   100.0|    2|   100.0|    2|   100.0|     7|
|------------------+-----+--------+-----+--------+-----+--------+-----+--------+-----+--------+------|
|TOTAL             |    2|   100.0|    2|   100.0|    2|   100.0|    2|   100.0|    2|   100.0|    10|
----------------------------------------------------------------------------------------------
```

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS
SA-JF080 0101

15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
SPANISH

	NUMB*	PREREAD		POSTREAD		PRELANG		POSTLANG		PREMATH		POSTMATH	
	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE (1987)													
00 (K)	454	0		0		225	-0.27	382	-0.10	0		385	.18
C1	458	64	0.92	313	1.11	309	0.17	296	1.32	79	1.44	404	1.87
02	306	185	1.30	244	1.89	166	1.47	228	2.04	241	2.07	291	3.21
C3	244	145	1.88	188	2.77	144	2.01	177	3.56	191	2.94	215	3.81
C4	232	167	2.65	218	3.20	161	3.39	215	3.79	188	3.74	225	4.44
05	201	146	3.33	180	3.97	145	3.91	177	4.42	158	4.35	193	5.35
06	163	123	3.80	157	4.54	123	4.40	157	5.03	132	5.24	161	6.22
07	182	129	4.47	161	5.53	122	4.82	157	5.66	130	6.07	162	7.02
08	87	57	5.27	79	6.49	57	5.61	78	6.37	57	7.32	80	7.87
C9	115	79	6.26	100	6.73	79	6.39	101	6.79	77	7.80	101	7.69
10	66	34	6.66	61	6.78	34	6.85	61	7.65	34	7.69	61	8.88
11	24	17	6.06	21	7.38	16	6.69	22	7.55	17	8.37	22	9.37
12	16	11	6.68	14	7.44	11	6.68	14	8.47	11	9.68	14	10.59
TOTAL	2548	1157	3.24	1736	3.57	1592	2.52	2065	3.22	1315	4.24	2314 ~~1929~~	3.91 ~~4.66~~

ALL TESTED -- NOT MATCHED GROUPS
* NUMBER ACTIVE LEPS AT GRADE (SPANISH)

APPENDIX B
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Attachment B-3
(Page 1 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS
SA-JF080 0101

15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
VIETNAMESE

	NUMB	PREREAD		POSTREAD		PRELANG		POSTLANG		PREMATH		POSTMATH	
	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE (1987)													
00	7	0		0		3	-0.43	6	-0.47	1	-1.06	6	0.53
01	21	2	1.35	20	1.85	19	0.04	20	1.94	2	1.50	20	2.61
02	17	15	2.05	17	2.30	15	2.30	17	3.09	15	2.42	17	3.72
03	13	11	2.63	13	3.24	11	3.35	13	4.29	11	3.75	13	5.02
04	11	8	3.80	11	3.94	8	4.67	11	4.82	9	4.33	11	5.39
05	11	9	3.66	10	4.11	9	4.33	10	5.52	10	5.60	10	6.94
06	21	18	4.18	20	5.43	18	5.64	20	6.26	18	6.66	20	7.53
07	14	11	4.05	13	5.64	11	5.25	12	6.81	11	7.35	13	7.72
08	9	5	4.64	9	5.44	5	4.90	9	5.84	5	7.98	9	8.27
09	15	8	4.56	12	6.19	8	5.39	12	6.47	9	8.09	12	8.85
10	8	5	9.26	6	10.03	5	9.60	6	11.92	5	13.18	6	14.97
11	6	4	7.70	5	8.60	4	9.92	5	9.20	4	10.35	5	13.46
12	6	6	10.23	6	12.05	6	11.15	6	12.32	6	15.90	6	17.20
TOTAL	159	102	4.38	142	4.81	122	4.33	147	5.31	105	6.59	148	7.11 7.05

* TOTAL NUMBER OF ACTIVE VIETNAMESE LEP STUDENTS AT GRADE
ALL TESTED -- NOT MATCHED GROUPS

APPENDIX B
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Attachment B-3
(Page 2 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS
SA-JF080 0101

15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
OTHER - NOT SPANISH OR VIETNAMESE

	NUMB	PREREAD		POSTREAD		PRELANG		POSTLANG		PREMATH		POSTMATH	
	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE													
00	49	0		0		30	-0.26	46	0.08	0		45 ~~31~~	.69
01	41	1	0.80	39	1.79	21	0.09	39	2.15	1	1.70	38	2.50
02	24	11	1.46	22	2.06	11	1.71	22	2.30	11	2.15	22	3.63
03	29	10	2.15	26	2.90	10	2.39	25	3.86	11	3.55	27	4.19
04	16	11	2.84	14	3.99	11	3.95	14	4.61	11	4.20	14	4.93
05	20	6	3.10	19	3.96	6	4.28	19	4.55	8	5.30	19	6.19
06	20	10	4.00	17	4.74	10	4.61	17	5.46	11	5.70	18	7.14
07	17	11	3.87	14	5.76	11	4.15	14	6.06	11	7.15	14	7.74
08	11	9	5.19	10	6.30	9	5.88	10	6.95	9	8.00	10	9.06
09	18	8	6.01	18	6.79	8	6.75	18	7.24	8	10.26	18	10.26
10	5	4	7.70	4	8.37	4	8.35	4	8.57	4	10.25	4	11.12
11	9	4	7.85	6	9.02	4	8.90	6	9.40	4	12.87	6	10.92
12	5	3	7.23	4	8.67	3	8.87	4	10.07	3	14.13	4	14.07
TOTAL	254	88	3.97	193	4.10	138	2.90	238	3.76	92	6.34	239 ~~194~~	6.59 ~~5.62~~

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS
SA-JF080 0101

15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS

	NUMB	PREREAD		POSTREAD		PRELANG		POSTLANG		PREMATH		POSTMATH	
	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE													
00	510	0		0		258	-0.27	434	-0.09	0		438	.24
01	520	67	0.93	372	1.22	349	0.16	355	1.45	82	1.45	462	1.96
02	347	211	1.36	283	1.93	192	1.55	267	2.13	267	2.09	330	3.27
03	286	166	1.94	227	2.81	165	2.13	215	3.64	213	3.02	255	3.91
04	259	186	2.75	243	3.28	180	3.48	240	3.89	208	3.79	250	4.51
05	232	161	3.34	209	3.97	160	3.95	206	4.48	176	4.46	222	5.49
06	204	151	3.86	194	4.65	151	4.56	194	5.20	161	5.43	199	6.44
07	213	151	4.39	188	5.55	144	4.80	183	5.77	152	6.24	189	7.13
08	107	71	5.22	98	6.38	71	5.59	97	6.38	71	7.45	99	8.03
09	148	95	6.13	130	6.69	95	6.33	131	6.82	94	8.04	131	8.15
10	79	43	7.06	71	7.15	43	7.31	71	8.06	43	8.57	71	9.52
11	39	25	6.61	32	7.87	24	7.60	33	8.14	25	9.41	33	10.27
12	27	20	7.83	24	8.80	20	8.35	24	9.70	20	12.21	24	12.82
TOTAL	2971	1347	3.37	2071	3.71	1852	2.66	2450	3.40	1512	4.53	2703 ~~2265~~	4.70 ~~4.92~~

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AUSTIN INDEPENDENT SCHOOL DISTRICT                 FINAL REPORTS                    6
OFFICE OF RESEARCH AND EVALUATION                  SA-JF080 0101
                                                           15:20 THURSDAY, JUNE 11, 1987
                     ONE YEAR FOLLOW UP - 1986-1987
                               SPANISH TESTED READING

LEP STATUS     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

  2 Regular          875        875     82.392        82.392
  5 Returned to LEP    2        877      0.188        82.580
  7 Exit             148       1025     13.936        96.516
  8 Could exit        37       1062      3.484       100.000
    but remains

DOMINANC       FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                      11          .          .             .
A Spanish Monolingual 173        173     16.461        16.461
B Dominant           243        416     23.121        39.581
C Balanced           356        772     33.873        73.454
D Dominant English   161        933     15.319        88.773
E Monolingual "      118       1051     11.227       100.000
```

ONE YEAR FOLLOW UP - 1986-1987
SPANISH

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
~~.~~	~~2~~	~~.~~	~~.~~	~~.~~
~~-2~~	~~1~~	~~1~~	~~0.094~~	~~0.094~~
~~-0.68~~	~~1~~	~~2~~	~~0.094~~	~~0.189~~
~~0~~	~~17~~	~~19~~	~~1.604~~	~~1.792~~
0.24	1	20	0.094	1.887
0.32	1	21	0.094	1.981
0.44	3	24	0.283	2.264
0.52	1	25	0.094	2.358
0.6	6	31	0.566	2.925
0.68	6	37	0.566	3.491
0.92	2	39	0.189	3.679
1	34	73	3.208	6.887
1.32	20	93	1.887	8.774
1.6	1	94	0.094	8.868
1.68	136	230	12.830	21.698
1.88	1	231	0.094	21.792
2	26	257	2.453	24.245
2.16	1	258	0.094	24.340
2.32	22	280	2.075	26.415
2.68	174	454	16.415	42.830
3	32	486	3.019	45.849
3.16	1	487	0.094	45.943
3.24	1	488	0.094	46.038
3.32	12	500	1.132	47.170
3.44	1	501	0.094	47.264
3.68	155	656	14.623	61.887
4	14	670	1.321	63.208
4.16	1	671	0.094	63.302
4.32	14	685	1.321	64.623
4.44	1	686	0.094	64.717
4.68	83	769	7.830	72.547
4.76	1	770	0.094	72.642
5	3	773	0.283	72.925
5.32	10	783	0.943	73.868
5.68	80	863	7.547	81.415
5.84	1	864	0.094	81.509
6	3	867	0.283	81.792
6.24	1	868	0.094	81.887
6.32	9	877	0.849	82.736
6.36	1	878	0.094	82.830
6.52	1	879	0.094	82.925
6.68	89	968	8.396	91.321
7	4	972	0.377	91.698
7.24	1	973	0.094	91.792
7.32	10	983	0.943	92.736
7.44	1	984	0.094	92.830
7.68	35	1019	3.302	96.132
8.52	1	1020	0.094	96.226
8.68	40	1060	3.774	100.000

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Achievement
Results summarized in figure

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AUSTIN INDEPENDENT SCHOOL DISTRICT FINAL REPORTS 12
OFFICE OF RESEARCH AND EVALUATION SA-JF080 0101
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ONE YEAR FOLLOW UP - 1986-1987
VIETNAMESE TESTED READING

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	62	62	63.265	63.265
4	2	64	2.041	65.306
5	1	65	1.020	66.327
7	16	81	16.327	82.653
8	17	98	17.347	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	5	.	.	.
A	41	41	44.086	44.086
B	44	85	47.312	91.398
C	5	90	5.376	96.774
E	3	93	3.226	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
.	~~4~~	.	.	.
~~0~~	~~2~~	~~2~~	2.128	2.128
0.24	2	4	2.128	4.255
0.32	2	6	2.128	6.383
0.6	1	7	1.064	7.447
0.68	3	10	3.191	10.638
1	7	17	7.447	18.085
1.32	1	18	1.064	19.149
1.68	16	34	17.021	36.170
2	6	40	6.383	42.553
2.32	4	44	4.255	46.809
2.68	15	59	15.957	62.766
3	4	63	4.255	67.021
3.68	13	76	13.830	80.851
4.32	1	77	1.064	81.915
4.68	3	80	3.191	85.106
5.68	4	84	4.255	89.362
6	1	85	1.064	90.426
6.16	1	86	1.064	91.489
6.32	1	87	1.064	92.553
6.68	5	92	5.319	97.872
7.16	1	93	1.064	98.936
7.68	1	~~94~~ 92	1.064	100.000

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AUSTIN INDEPENDENT SCHOOL DISTRICT                FINAL REPORTS                       17
OFFICE OF RESEARCH AND EVALUATION                 SA-JF080 0101
                                                          15:20 THURSDAY, JUNE 11, 1987

                      ONE YEAR FOLLOW UP - 1986-1987
                    OTHER - NOT SPANISH OR VIETNAMESE TESTED IN READING

          STATUS     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

          2                 55         55     69.620        69.620
          5                  1         56      1.266        70.886
          7                 21         77     26.582        97.468
          8                  2         79      2.532       100.000

        DOMINANC     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                             5          .          .             .
        A                   29         29     39.189        39.189
        B                   35         64     47.297        86.486
        C                    4         68      5.405        91.892
        D                    5         73      6.757        98.649
        E                    1         74      1.351       100.000

        LEPYEARS     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

               .             1          .          .             .
               0             2          2      2.564         2.564
            0.32             1          3      1.282         3.846
            0.52             1          4      1.282         5.128
             0.6             5          9      6.410        11.538
               1             7         16      8.974        20.513
            1.32             5         21      6.410        26.923
            1.68            17         38     21.795        48.718
               2             3         41      3.846        52.564
            2.32             2         43      2.564        55.128
            2.52             1         44      1.282        56.410
            2.68            11         55     14.103        70.513
               3             1         56      1.282        71.795
            3.32             6         62      7.692        79.487
            3.68             8         70     10.256        89.744
            4.68             4         74      5.128        94.872
            5.68             1         75      1.282        96.154
            6.32             1         76      1.282        97.436
            6.52             1         77      1.282        98.718
            6.68             1         78      1.282       100.000
                                       -2
                                       76
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AUSTIN INDEPENDENT SCHOOL DISTRICT                  FINAL REPORTS                     22
OFFICE OF RESEARCH AND EVALUATION                   SA-JF080 0101
                                                              15:20 THURSDAY, JUNE 11, 1987
                    ONE YEAR FOLLOW UP - 1986-1987
               TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS   TESTED IN READING

                STATUS    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

                2               992       992    80.065       80.065
                4                 2       994     0.161       80.226
                5                 4       998     0.323       80.549
                7               185      1183    14.931       95.480
                8                56      1239     4.520      100.000

              COMINANC    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

                                 21         .         .            .
              A                 243       243    19.951       19.951
              B                 322       565    26.437       46.388
              C                 365       930    29.967       76.355
              D                 166      1096    13.629       89.984
              E                 122      1218    10.016      100.000
```

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ONE YEAR FOLLOW UP - 1986-1987
TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
.	~~7~~		.	.
-2	~~1~~	~~1~~	0.081	0.081
-0.68	~~1~~	~~2~~	0.081	0.162
0	21	23	1.705	1.867
0.24	3	26	0.244	2.110
0.32	4	30	0.325	2.435
0.44	3	33	0.244	2.679
0.52	2	35	0.162	2.841
0.6	12	47	0.974	3.815
0.68	9	56	0.731	4.545
0.92	2	58	0.162	4.708
1	48	106	3.896	8.604
1.32	26	132	2.110	10.714
1.6	1	133	0.081	10.795
1.68	169	302	13.718	24.513
1.88	1	303	0.081	24.594
2	35	338	2.841	27.435
2.16	1	339	0.081	27.516
2.32	28	367	2.273	29.789
2.52	1	368	0.081	29.870
2.68	200	568	16.234	46.104
3	37	605	3.003	49.107
3.16	1	606	0.081	49.188
3.24	1	607	0.081	49.269
3.32	18	625	1.461	50.731
3.44	1	626	0.081	50.812
3.68	176	802	14.286	65.097
4	14	816	1.136	66.234
4.16	1	817	0.081	66.315
4.32	15	832	1.218	67.532
4.44	1	833	0.081	67.614
4.68	90	923	7.305	74.919
4.76	1	924	0.081	75.000
5	3	927	0.244	75.244
5.32	10	937	0.812	76.055
5.68	85	1022	6.899	82.955
5.84	1	1023	0.081	83.036
6	4	1027	0.325	83.360
6.16	1	1028	0.081	83.442
6.24	1	1029	0.081	83.523
6.32	11	1040	0.893	84.416
6.36	1	1041	0.081	84.497
6.52	2	1043	0.162	84.659
6.68	95	1138	7.711	92.370
7	4	1142	0.325	92.695
7.16	1	1143	0.081	92.776
7.24	1	1144	0.081	92.857
7.32	10	1154	0.812	93.669
7.44	1	1155	0.081	93.750
7.68	36	1191	2.922	96.672
8.52	1	1192	0.081	96.753
8.68	40	1232	3.247	100.000
		−9		
		1223		

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AUSTIN INDEPENDENT SCHOOL DISTRICT FINAL REPORTS 16
OFFICE OF RESEARCH AND EVALUATION SA-JF080 0101
15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
OTHER - NOT SPANISH OR VIETNAMESE

	NUMB	PREREAD 86	POSTREAD 87	READGAIN
	SUM	MEAN	MEAN	MEAN
GRADE 1986-87				
01	1	0.80	1.60	0.80
02	11	1.46	2.47	1.01
03	10	2.15	3.46	1.31
04	10	2.90	4.06	1.16
05	6	3.10	4.23	1.13
06	9	4.06	5.23	1.18
C7	9	3.56	6.32	2.77
08	8	5.27	6.29	1.01
C9	8	6.01	7.99	1.97
10	3	8.80	9.33	0.53
11	2	8.60	12.05	3.45
12	2	7.50	8.75	1.25
TOTAL	79	3.84	5.28	1.44

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS 18
SA-JF080 0101
15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
OTHER - NOT SPANISH OR VIETNAMESE

	NUMB	PRELANG	POSTLANG	LANGGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
00	29	-0.28	0.36	0.63
01	21	0.09	2.46	2.37
02	11	1.71	2.55	0.84
03	10	2.39	4.69	2.30
04	10	3.96	4.69	0.73
05	6	4.28	5.35	1.07
06	9	4.82	6.10	1.28
07	9	4.22	6.49	2.27
08	8	5.91	6.95	1.04
09	8	6.75	8.12	1.38
10	3	9.47	9.67	0.20
11	2	11.85	13.40	1.55
12	2	8.40	11.05	2.65
TOTAL	128	2.76	4.12	1.36

ONE YEAR FOLLOW UP - 1986-1987
OTHER - NOT SPANISH OR VIETNAMESE

	NUMB	PREMATH	POSTMATH	MATHGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
01	1	1.70	2.30	0.60
02	11	2.15	3.55	1.39
03	11	3.55	4.46	0.91
04	10	4.08	5.00	0.92
05	8	5.30	6.17	0.88
06	10	5.75	7.29	1.54
07	9	7.08	8.42	1.34
08	8	8.22	9.14	0.91
09	8	10.26	12.94	2.67
10	3	11.67	12.17	0.50
11	2	14.70	13.55	-1.15
12	2	12.95	13.10	0.15
TOTAL	83	6.11	7.29	1.18

86.22

APPENDIX B
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AUSTIN INDEPENDENT SCHOOL DISTRICT                    FINAL REPORTS                    21
OFFICE OF RESEARCH AND EVALUATION                     SA-JF080 0101
                                                              15:20 THURSDAY, JUNE 11, 1987
                        ONE YEAR FOLLOW UP - 1986-1987
                       TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS
      ---------------------------------------------------------------
      |                    | NUMB  | PREREAD |POSTREAD |READGAIN |
      |                    |-------+---------+---------+---------|
      |                    |  SUM  |  MEAN   |  MEAN   |  MEAN   |
      |--------------------+-------+---------+---------+---------|
      |GRADE               |       |         |         |         |
      |--------------------|       |         |         |         |
      |01                  |     61|     0.98|     1.39|     0.41|
      |--------------------+-------+---------+---------+---------|
      |02                  |    185|     1.42|     2.08|     0.66|
      |--------------------+-------+---------+---------+---------|
      |03                  |    144|     2.00|     3.03|     1.03|
      |--------------------+-------+---------+---------+---------|
      |04                  |    179|     2.77|     3.49|     0.72|
      |--------------------+-------+---------+---------+---------|
      |05                  |    155|     3.35|     4.21|     0.86|
      |--------------------+-------+---------+---------+---------|
      |06                  |    148|     3.86|     4.82|     0.96|
      |--------------------+-------+---------+---------+---------|
      |C7                  |    138|     4.36|     5.79|     1.43|
      |--------------------+-------+---------+---------+---------|
      |08                  |     66|     5.22|     6.49|     1.26|
      |--------------------+-------+---------+---------+---------|
      |C9                  |     83|     6.20|     7.12|     0.92|
      |--------------------+-------+---------+---------+---------|
      |10                  |     40|     7.22|     7.76|     0.54|
      |--------------------+-------+---------+---------+---------|
      |11                  |     23|     6.57|     8.33|     1.76|
      |--------------------+-------+---------+---------+---------|
      |12                  |     17|     8.06|     9.07|     1.01|
      |--------------------+-------+---------+---------+---------|
      |TOTAL               |   1239|     3.42|     4.33|     0.92|
      ---------------------------------------------------------------
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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FINAL REPORTS 24
SA-JF080 0101
15:20 THURSDAY, JUNE 11, 1987

ONE YEAR FOLLOW UP - 1986-1987
TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS

	NUMB	PRELANG	POSTLANG	LANGGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
00	244	-0.26	0.13	0.39
01	262	0.29	1.51	1.22
02	169	1.62	2.30	0.68
03	142	2.22	3.86	1.64
C4	173	3.50	4.25	0.75
05	152	3.97	4.84	0.87
06	148	4.56	5.47	0.91
07	128	4.79	6.05	1.26
08	65	5.59	6.62	1.03
09	83	6.42	7.38	0.96
10	40	7.40	8.92	1.52
11	22	7.75	8.88	1.13
12	17	8.32	9.87	1.55
TOTAL	1645	2.80	3.76	0.96

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ONE YEAR FOLLOW UP - 1986-1987
TOTAL - SPANISH, VIETNAMESE, AND ALL OTHERS

	NUMB	PREMATH	POSTMATH	MATHGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
01	74	1.45	1.98	0.53
02	259	2.09	3.29	1.20
03	195	3.05	3.91	0.85
04	203	3.79	4.55	0.76
05	169	4.47	5.49	1.02
06	157	5.42	6.38	0.95
07	139	6.26	7.21	0.96
08	67	7.47	8.25	0.78
09	83	8.21	8.69	0.48
10	40	8.77	10.15	1.38
11	23	9.27	10.44	1.17
12	17	12.24	13.51	1.27
TOTAL	1426	4.52	5.45	0.93

LEP KINDERGARTEN 82, 83, 84 FOLLOWUP
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

ATTACHMENT B-6
(3 pages)

86.22

KYEAR 82

	PREK														
	NOX							YES							
	GRADE							GRADE							
	00	01	02	03	04	05	06	00	01	02	03	04	05	06	TOTAL
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
SCHYEAR							TOTAL ACTIVE							TOTAL ACTIVE	
1982	195						195	65						65	260
1983	12	151	3				166	1	59					60	226
1984		59	92	2			153		17	38				55	208
1985		1	66	76	3		146	1		20	33			54	200
1986			2	64	66	4	136		1	1	21	29		52	188
1987				1	63	59	128 5			1	2	23	25	51	179
TOTAL	207	211	163	143	132	63	5	67	77	60	56	52	25		1261

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No — YES

Retained 64/128 50% 51%
(of those active)

Active 128/195 65.64% 51/65 77.16%

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LEP KINDERGARTEN 82, 83, 84 FOLLOWUP
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

KYEAR 83

	PREK														
	NOX							YES							
	GRADE							GRADE							
	00	01	02	03	04	05	06	00	01	02	03	04	05	06	TOTAL
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
SCHYEAR							Total Active								
1983	196						196	63						63	259
1984	2	152					154		60					60	214
1985		54	89				143		19	38				57	200
1986		1	62	65	1		129			22	33			55	184
1987			1	61	64	1	127			1	23	24		48	175
TOTAL	198	207	152	126	65	1		63	79	61	56	24			1032

48.8% retained

50.0% retained

Active 64.8%

76.2%

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Attachment B-6
(Page 2 of 3)

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF067 0801 8
OFFICE OF RESEARCH AND EVALUATION X
9:46 MONDAY, JUNE 29, 1987

LEP KINDERGARTEN 82, 83, 84 FOLLOWUP
DO PROC TABULATES OF DIFFERENT SCORE GROUPS

KYEAR 84

	PREK														
	NOX							YES							
	GRADE							GRADE							
	00	01	02	03	04	05	06	00	01	02	03	04	05	06	TOTAL
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
SCHYEAR							TOTAL ACTIVE							TOTAL ACTIVE	
1982					1		1 (error)								1
1983						1	1 (error)								1
1984	229						229	48						48	277
1985	7	186	1				194	5	35					40	234
1986	1	64	102	1			168		16	25				41	209
1987		1	72	83	1		157			17	23			40	197
TOTAL	237	251	175	84	2	1		53	51	42	23				919

Retained 73/157 = [illegible]% Retained 17/40 = 42.5%

Active 157/229 68% Active 40/48 = 83.33%

APPENDIX B
74

Attachment B-6
(Page 3 of 3)

Attachment B-7
(Page 1 of 14)

LEP STATUS AND DOMINANCE, SEX AND ETHNICITY
(NOX = NO PRE-K)

STUDENTS IN KINDERGARTEN
IN 1981-82, 82-83, 83-84

86.22

SUMMARY STATISTICS

Att B-7

	NO PRE-K	PRE-K
1982 ORIGINAL GP	195	65
ACTIVE 87	128/195 (65.6 %)	51/65 78.5 %
EXIT 40	38	11
M̄ LEPTIME	3.2	3.0
EXIT 23-39	22	7
M̄ LEPTIME	3.6	4.0
RETAINED 1	63 (Gr 4) Gr 5 = 59 6 = 5	23 (4) Gr 5 = 25
2	1 (Gr 3)	2 (3)
3	– (of active)	1 (2)
TOTAL	64 64/128 (50%)	26 (51%)
SP. ED.		
1983 ORIGINAL GP.	196	63
ACTIVE 87	127 (64.8%)	48 (76.2%)
EXIT 40	35 (27.5%)	11 (22.9%)
M̄ LEPTIME	2.7 41	2.4 4
EXIT 23-39	17 (13.4%)	6 (12.5%)
M̄ LEPTIME	3.1	3.0
RETAINED 1	61 (Gr 3) (Gr 4 = 64 5 = 1)	23 (3) GR 4 = 24
2	1 (Gr 2)	1 (2)
3	–	–
TOTAL	62 (48.8%)	24 (50.0%)
SP. ED.		
1984 ORIG. GP.	229	48
ACTIVE 87	157 (68.6 %)	40 (83.3%)
EXIT 40	55 (35%)	9 (22.5%)
M̄ LEPTIME	2.3	1.8
EXIT 23-39	8 (5.1%)	5 (12.5%)
M̄ LEPTIME	2.9	3.3
RETAINED 1	72 (G 2) G 3 = 83 PS 4 = 1	17 (2) GR 3 = 23
2	1 (G 1)	–
3	–	–
TOTAL	73 (46.5%)	17 (42.5%)
SP. ED. of those active all 5 years		
AVG >40 LEPTIME	2.7	2.4
23-39 "	3.3	3.5

```
                                 AUSTIN INDEPENDENT SCHOOL DISTRICT                  RETENTION             7
                                 OFFICE OF RESEARCH AND EVALUATION             SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

                                 GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)      X
                                 PREKL FILE  AND  LEPFIL (1987)                                   X

                                                 ACTIVE AT END OF 1986-87
                                                  KYEAR=82    PREK=NOX

                                      ORIGSTAT    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  ORIGSTAT

                                      2                 110       110    85.938       85.938
                                      5                   1       111     0.781       86.719
                                      7                  11       122     8.594       95.313
                                      8                   6       128     4.688      100.000

                                      CURRSTAT    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  CURRSTAT

                                      0                   3         3     2.344        2.344
                                      2                  37        40    28.906       31.250
                                      3                  13        53    10.156       41.406
                                      7                  71       124    55.469       96.875
                                      8                   4       128     3.125      100.000

                                       ORIGDOM    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  ORIGDOM

                                       A                 20        20    15.625       15.625
                                       B                 32        52    25.000       40.625
                                       C                 23        75    17.969       58.594
                                       D                 26       101    20.313       78.906
                                       E                 16       117    12.500       91.406
                                       O                 11       128     8.594      100.000

                                       CURRDOM    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  CURRDOM

                                                         28         .         .            .
                                       A                  6         6     6.000        6.000
                                       B                 17        23    17.000       23.000
                                       C                 32        55    32.000       55.000
                                       D                 31        86    31.000       86.000
                                       E                 14       100    14.000      100.000

                                       GRADE87    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  GRADE87

                                       03                 1         1     0.781        0.781
                                       04                63        64    49.219       50.000
                                       05                59       123    46.094       96.094
                                       06                 5       128     3.906      100.000

                                      ACTIVE87    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE      7  ACTIVE87

                                             1          128       128   100.000      100.000

                                           SEX    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
```

ATTACHMENT B-7

LEP STATUS &
DOMINANCE,
SEX & ETHNICITY
PREK VS NO PREEK
(NOX= NO PREK)
STUDENTS IN K
IN 1981-82,
82-83,
83-84

```
                          AUSTIN INDEPENDENT SCHOOL DISTRICT                        RETENTION                              8
                          OFFICE OF RESEARCH AND EVALUATION                    SA-JF067 9901 X      8:14 MONDAY, JULY 6, 1987

                          GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)       X
                          PREKL FILE  AND  LEPFIL (1987)                                    X

                                                 ACTIVE AT END OF 1986-87
                                                 KYEAR=82    PREK=NOX

                                          ETHNIC    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
          PAGE    8  ETHNIC

                                          2                 8          8      6.250         6.250
                                          3                 1          9      0.781         7.031
                                          4               114        123     89.063        96.094
                                          5                 5        128      3.906       100.000

                                            PREK    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
          PAGE    8  PREK

NOTE: ABOVE MESSAGE FOR BY GROUP:
      KYEAR=82    PREK=NOX
NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
                                            NOX           128        128    100.000       100.000
```

```
                   AUSTIN INDEPENDENT SCHOOL DISTRICT                 RETENTION                                9
                   OFFICE OF RESEARCH AND EVALUATION              SA-JF067 9901 X     8:14 MONDAY, JULY 6, 1987

                   GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)   X
                   PREKL FILE  AND  LEPFIL (1987)                                X

                                      ACTIVE AT END OF 1986-87
                                       KYEAR=82    PREK=YES

                      ORIGSTAT     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  ORIGSTAT

                      2                   47         47     92.157        92.157
                      8                    4         51      7.843       100.000

                      CURRSTAT     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  CURRSTAT

                      0                    1          1      1.961         1.961
                      2                   23         24     45.098        47.059
                      3                    5         29      9.804        56.863
                      7                   22         51     43.137       100.000

                       ORIGDOM     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  ORIGDOM

                       A                   1          1      1.961         1.961
                       B                  17         18     33.333        35.294
                       C                  11         29     21.569        56.863
                       D                  16         45     31.373        88.235
                       E                   6         51     11.765       100.000

                       CURRDOM     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  CURRDOM

                                           5          .          .             .
                       A                   2          2      4.348         4.348
                       B                   7          9     15.217        19.565
                       C                  15         24     32.609        52.174
                       D                  16         40     34.783        86.957
                       E                   6         46     13.043       100.000

                       GRADE87     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  GRADE87

                       02                  1          1      1.961         1.961
                       03                  2          3      3.922         5.882
                       04                 23         26     45.098        50.980
                       05                 25         51     49.020       100.000

                      ACTIVE87     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  ACTIVE87

                             1            51         51    100.000       100.000

                           SEX     FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE     9  SEX

                             1            22         22     43.137        43.137
                             3            29         51     56.863       100.000
```

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                     AUSTIN INDEPENDENT SCHOOL DISTRICT                  RETENTION                                   10
                     OFFICE OF RESEARCH AND EVALUATION               SA-JF067 9901 X     8:14 MONDAY, JULY 6, 1987

                     GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)    X
                     PREKL FILE  AND  LEPFIL (1987)                                 X

                                             ACTIVE AT END OF 1986-87
                                              KYEAR=82   PREK=YES

                                  ETHNIC   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   10  ETHNIC

                                  2                2         2     3.922        3.922
                                  4               49        51    96.078      100.000

                                    PREK   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   10  PREK

NOTE: ABOVE MESSAGE FOR BY GROUP:
      KYEAR=82   PREK=YES
NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
                                    YES           51        51   100.000      100.000
```

86.22

86.22

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                         AUSTIN INDEPENDENT SCHOOL DISTRICT                  RETENTION                                11
                         OFFICE OF RESEARCH AND EVALUATION              SA-JF067 9901 X     8:14 MONDAY, JULY 6, 1987

                         GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)  X
                         PREKL FILE  AND  LEPFIL (1987)                               X

                                            ACTIVE AT END OF 1986-87
                                             KYEAR=83   PREK=NOX

                            ORIGSTAT    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
 PAGE    11  ORIGSTAT

                            2                 127       127   100.000      100.000

                            CURRSTAT    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
 PAGE    11  CURRSTAT

                            0                   4         4     3.150        3.150
                            2                  54        58    42.520       45.669
                            3                  19        77    14.961       60.630
                            5                   1        78     0.787       61.417
                            7                  44       122    34.646       96.063
                            8                   5       127     3.937      100.000

                             ORIGDOM    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
 PAGE    11  ORIGDOM

                                                1         .         .            .
                             A                 44        44    34.921       34.921
                             B                 41        85    32.540       67.460
                             C                 16       101    12.698       80.159
                             D                 13       114    10.317       90.476
                             E                 12       126     9.524      100.000

                             CURRDOM    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
 PAGE    11  CURRDOM

                                                3         .         .            .
                             A                 14        14    11.290       11.290
                             B                 30        44    24.194       35.484
                             C                 33        77    26.613       62.097
                             D                 35       112    28.226       90.323
                             E                 12       124     9.677      100.000

                             GRADE87    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
 PAGE    11  GRADE87

                             02                 1         1     0.787        0.787
                             03                61        62    48.031       48.819
                             04                64       126    50.394       99.213
                             05                 1       127     0.787      100.000

                            ACTIVE87    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
```

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                    AUSTIN INDEPENDENT SCHOOL DISTRICT                    RETENTION                                        12
                    OFFICE OF RESEARCH AND EVALUATION                SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

                    GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)   X
                    PREKL FILE  AND  LEPFIL (1987)                                X

                                              ACTIVE AT END OF 1986-87
                                                KYEAR=83   PREK=NOX

                                       ETHNIC   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   12  ETHNIC

                                       2               11        11     8.661        8.661
                                       4              114       125    89.764       98.425
                                       5                2       127     1.575      100.000

                                         PREK   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   12  PREK

NOTE: ABOVE MESSAGE FOR BY GROUP:
      KYEAR=83   PREK=NOX
NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
                                         NOX          127       127   100.000      100.000




3        S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                               8:14 MONDAY, JULY 6, 1987

      PAGE   11  ACTIVE87

                                           1          127       127   100.000      100.000

                                          SEX   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   11  SEX

                                          1            68        68    53.543       53.543
                                          3            59       127    46.457      100.000
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                        AUSTIN INDEPENDENT SCHOOL DISTRICT              .        RETENTION                                13
                        OFFICE OF RESEARCH AND EVALUATION                  SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

                        GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)     X
                        PREKL FILE  AND  LEPFIL (1987)                                  X

                                     ACTIVE AT END OF 1986-87
                                       KYEAR=83   PREK=YES

                           ORIGSTAT    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  ORIGSTAT

                           2                  48         48    100.000       100.000

                           CURRSTAT    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  CURRSTAT

                           0                   1          1      2.083         2.083
                           2                  25         26     52.083        54.167
                           3                   8         34     16.667        70.833
                           7                  13         47     27.083        97.917
                           8                   1         48      2.083       100.000

                            ORIGDOM    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  ORIGDOM

                            A                 11         11     22.917        22.917
                            B                 25         36     52.083        75.000
                            C                  5         41     10.417        85.417
                            D                  1         42      2.083        87.500
                            E                  6         48     12.500       100.000

                            CURRDOM    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  CURRDOM

                                               1          .          .             .
                            A                  5          5     10.638        10.638
                            B                 13         18     27.660        38.298
                            C                 18         36     38.298        76.596
                            D                  5         41     10.638        87.234
                            E                  6         47     12.766       100.000

                            GRADE87    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  GRADE87

                            02                 1          1      2.083         2.083
                            03                23         24     47.917        50.000
                            04                24         48     50.000       100.000

                           ACTIVE87    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  ACTIVE87

                                  1           48         48    100.000       100.000

                                SEX    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    13  SEX

                            1                 23         23     47.917        47.917
                            3                 25         48     52.083       100.000

                             ETHNIC    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
```

```
                     4            48          48      100.000       100.000

               AUSTIN INDEPENDENT SCHOOL DISTRICT                      RETENTION                               14
               OFFICE OF RESEARCH AND EVALUATION                 SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

               GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)    X
               PREKL FILE  AND  LEPFIL (1987)                                 X

                                        ACTIVE AT END OF 1986-87
                                          KYEAR=83   PREK=YES

                          PREK   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   14  PREK

NOTE: ABOVE MESSAGE FOR BY GROUP:
      KYEAR=83   PREK=YES
NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
                          YES         48          48      100.000       100.000
```

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OFFICE OF RESEARCH AND EVALUATION                 SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)    X
PREKL FILE  AND  LEPFIL (1987)                                  X

                            ACTIVE AT END OF 1986-87
                              KYEAR=84    PREK=NOX

                        ORIGSTAT   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  ORIGSTAT

                        2                 24        24    15.287       15.287
                        4                 24        48    15.287       30.573
                        5                101       149    64.331       94.904
                        7                  2       151     1.274       96.178
                        8                  6       157     3.822      100.000

                        CURRSTAT   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  CURRSTAT

                        0                  7         7     4.459        4.459
                        2                 73        80    46.497       50.955
                        3                 17        97    10.828       61.783
                        7                 50       147    31.847       93.631
                        8                 10       157     6.369      100.000

                         ORIGDOM   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  ORIGDOM

                         A                65        65    41.401       41.401
                         B                39       104    24.841       66.242
                         C                18       122    11.465       77.707
                         D                12       134     7.643       85.350
                         E                23       157    14.650      100.000

                         CURRDOM   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  CURRDOM

                         A                43        43    27.389       27.389
                         B                31        74    19.745       47.134
                         C                39       113    24.841       71.975
                         D                20       133    12.739       84.713
                         E                24       157    15.287      100.000

                         GRADE87   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  GRADE87

                         01                1         1     0.637        0.637
                         02               72        73    45.860       46.497
                         03               83       156    52.866       99.363
                         04                1       157     0.637      100.000

                        ACTIVE87   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  ACTIVE87

                               1         157       157   100.000      100.000

                             SEX   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    15  SEX

                             1            72        72    45.860       45.860
                             3            85       157    54.140      100.000
```

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                    AUSTIN INDEPENDENT SCHOOL DISTRICT                    RETENTION                               16
                    OFFICE OF RESEARCH AND EVALUATION                SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

                    GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)     X
                    PREKL FILE  AND  LEPFIL (1987)                                  X

                                                ACTIVE AT END OF 1986-87
                                                 KYEAR=84    PREK=NOX

                                  ETHNIC    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
       PAGE   16  ETHNIC

                                  2                16        16    10.191       10.191
                                  4               135       151    85.987       96.178
                                  5                 6       157     3.822      100.000

                                    PREK    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
       PAGE   16  PREK

   NOTE: ABOVE MESSAGE FOR BY GROUP:
         KYEAR=84    PREK=NOX
   NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
                                    NOX           157       157   100.000      100.000
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86.22

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                                                                                     17
OFFICE OF RESEARCH AND EVALUATION                  SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)    X
PREKL FILE  AND  LEPFIL (1987)                                 X

                         ACTIVE AT END OF 1986-87
                           KYEAR=84   PREK=YES

                   ORIGSTAT   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  ORIGSTAT

                   2                  3         3     7.500        7.500
                   4                  1         4     2.500       10.000
                   5                 31        35    77.500       87.500
                   7                  3        38     7.500       95.000
                   8                  2        40     5.000      100.000

                   CURRSTAT   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  CURRSTAT

                   0                  2         2     5.000        5.000
                   2                 22        24    55.000       60.000
                   3                  2        26     5.000       65.000
                   7                 14        40    35.000      100.000

                    ORIGDOM   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  ORIGDOM

                    A                 5         5    12.500       12.500
                    B                15        20    37.500       50.000
                    C                 5        25    12.500       62.500
                    D                 5        30    12.500       75.000
                    E                10        40    25.000      100.000

                    CURRDOM   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  CURRDOM

                    A                 3         3     7.500        7.500
                    B                 9        12    22.500       30.000
                    C                10        22    25.000       55.000
                    D                 8        30    20.000       75.000
                    E                10        40    25.000      100.000

                    GRADE87   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  GRADE87

                    02               17        17    42.500       42.500
                    03               23        40    57.500      100.000

                   ACTIVE87   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  ACTIVE87

                          1          40        40   100.000      100.000

                        SEX   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  SEX

                        1            20        20    50.000       50.000
                        3            20        40    50.000      100.000

                     ETHNIC   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE    17  ETHNIC

                      4              40        40   100.000      100.000
                    AUSTIN INDEPENDENT SCHOOL DISTRICT                RETENTION                                18
                    OFFICE OF RESEARCH AND EVALUATION             SA-JF067 9901 X    8:14 MONDAY, JULY 6, 1987

                    GRADE 00 FROM 1982, 1983, 1984 MERGED WITH STUD FILE (1987)   X
                    PREKL FILE  AND  LEPFIL (1987)                                X

                                          ACTIVE AT END OF 1986-87
                                            KYEAR=84   PREK=YES

                                PREK   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   18  PREK

NOTE: ABOVE MESSAGE FOR BY GROUP:
      KYEAR=84   PREK=YES
                                YES        40         40     100.000      100.000
NOTE: THE PROCEDURE FREQ USED 9.42 SECONDS AND 396K AND PRINTED PAGES 7 TO 18.

29          PROC DELETE DATA=FRYRTN1;                                     00000430

NOTE: THE PROCEDURE DELETE USED 1.85 SECONDS AND 284K.
NOTE: SAS USED 396K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C.  27511-8000
```

Attachment B-8

86.22 Percentage of Kindergarten LEP Students Scoring in Each of Five Percentile Ranges on the ITBS -- Pre-K versus No Pre-K

Students Active All Five Years in AISD and Not Retained

Reading

Kindergarten 81-82 (K82)		82	83	84	85	86	87
No	PK N=23	100	34.8	13.0	4.3	4.3	4.3
Score	No PK N=52	100	30.8	–	3.8	1.9	1.9
1-6	PK	–	8.7	4.3	4.3	21.7	8.7
	No	–	–	3.8	–	1.9	1.9
7-22	PK	–	8.7	17.4	30.4	21.7	34.8
	No	–	5.8	13.5	15.4	15.4	11.5
23-39	PK	–	21.7	43.5	30.4	26.1	21.7
	No	–	17.3	26.9	17.3	28.8	30.8
≥40	PK	–	26.1	21.7	30.4	26.1	30.4
	No	–	46.2	55.8	63.5	51.9	53.8

Reading

K83								
No Sc N=23	PK	100	100	13.0	8.7	4.3	4.3	–
N=59	No	100	100	16.9	10.2	8.5	1.7	–
1-6	PK	–	–	4.3	21.7	–	17.4	+
	No	–	–	1.7	10.2	5.1	8.5	+
7-22	PK	–	–	39.1 $^{56.4}$	26.1	30.4	17.4 $^{39.1}$	–
	No	–	–	11.9 $^{30.5}$	8.5	18.6	28.8 ^{39}	+
23-39	PK	–	–	17.4	17.4	39.1	39.1	+
	No	–	–	18.6	30.5	32.2	30.5	+
≥40	PK	–	–	26.1	26.1	26.1	21.7	–
	No	–	–	50.8	40.7	35.6	30.5	–

Reading

K84								
No Sc N=22	PK	100	100	100	40.9	–	22.7	–
N=81	No	100	100	100	16.0	11.1	3.7	–
1-6	PK	–	–	–	4.5	13.6	9.1	+
	No	–	–	–	4.9	8.6	4.9	0
7-22	PK	–	–	–	9.1 $^{54.5}$	18.2	13.6 $^{45.4}$	+
	No	–	–	–	27.2 $^{48.1}$	25.9	22.2 $^{30.8}$	–
23-39	PK	–	–	–	13.6	27.3	18.2	+
	No	–	–	–	13.6	14.8	21.0	+
≥40	PK	–	–	–	31.8	40.9	36.4	+
	No	–	–	–	38.3	39.5	48.1	+

86.22 K82 LANGUAGE

LANGUAGE K-82		82	83	84	85	86	87
No Score N=23	PK	4.3	30.4	8.7	4.3	4.3	8.7 +
N=52	No	9.6	30.8	—	3.8	1.9	1.9 −
1-6	PK	34.8	8.7	8.7	—	4.3	— −
	No	19.2	7.7	—	—	—	1.9 −
7-22	PK	$39.1^{78.2}$	$8.7^{47.8}$	$13.0^{30.4}$	$13.0^{17.3}$	$8.7^{17.3}$	$8.7^{17.4}$ −
	No	$44.2^{73.0}$	$1.9^{40.4}$	$15.4^{15.4}$	$7.7^{11.5}$	$5.8^{7.7}$	$3.8^{7.6}$
23-39	PK	4.3	8.7	17.4	21.7	26.1	21.7 +
	No	—	9.6	13.5	9.6	17.3	13.5 +
≥40	PK	12.4	43.5	52.2	60.9	56.5	60.9 +
	No	26.9	50.0	71.2	78.8	75.0	78.8 +
K83				Language			
No Sc N=23	PK	100	13.0	13.0	13.0	8.7	4.3 −
N=59	No	100.0	22.0	15.3	8.5	8.5	1.7 −
1-6	PK	—	30.4	8.7	4.3	4.3	— −
	No	—	30.5	1.7	13.6	—	— −
7-22	PK	—	$43.5^{86.9}$	21.7	30.4	8.7	8.7^{13} −
	No	—	$37.3^{89.8}$	20.3	8.5	11.9	$16.9^{18.6}$ −
23-39	PK	—	—	17.4	17.4	13.0	34.8 +
	No	—	3.4	11.9	16.9	10.2	20.3 +
≥40	PK	—	13.0	39.1	34.8	65.2	52.2 +
	No	—	6.8	50.8	52.5	69.5	61.0 +
K84							
No Sc N=22	PK	100	100	4.5	40.9	4.5	22.7 +
N=81	No	100	100	8.6	24.7	12.3	7.4 −
1-6	PK	—	—	27.3	9.1	4.5	4.5 −
	No	—	—	33.3	2.5	4.9	2.5 −
7-22	PK	—	—	$40.9^{72.7}$	18.2	27.3	— $^{27.2}$ −
	No	—	—	$35.8^{77.7}$	12.3	7.4	$8.6^{18.5}$ −
23-39	PK	—	—	4.5	4.5	31.8	22.7 +
	No	—	—	8.6	9.9	23.5	9.9 +
≥40	PK	—	—	22.7	27.3	31.8	50.0 +
	No	—	—	13.6	50.6	51.9	71.6 +

86.22 Mathematics K82		82	83	84	85	86	87
No score N:23	PK	—	4.3	8.7	4.3	4.3	4.3
N: 52	No	11.5	5.8	—	—	—	1.9
1-6	PK	43.5	4.3	—	—	17.4	4.3
	No	11.5	—	1.9	—	5.8	5.8
7-22	PK	26.1 69.6	17.4	21.7	30.4	21.7	17.4 26.0
	No	28.8 51.8	5.8	5.8	30.8	15.4	13.5 21.2
23-39	PK	13.0	8.7	21.7	8.7	13.0	26.1
	No	19.2	11.5	11.5	5.8	13.5	7.7
≥40	PK	17.4	65.2	47.8	56.5	43.5	47.8
	No	28.8	76.9	80.8	63.5	65.4	71.2
K83				Math			
No Sc N:23	PK	100	13.0	—	—	—	—
N:59	No	100	22.0	1.7	3.4	5.1	1.7
1-6	PK	—	13.0	13.0	4.3	—	—
	No	—	13.6	—	—	1.7	6.8
7-22	PK	—	43.5 69.5	8.7	17.4	17.4	17.4 17.4
	No	—	40.7 76.3	11.9	18.6	30.5	13.6 22.1
23-39	PK	—	26.1	8.7	4.3	17.4	21.7
	No	—	13.6	16.9	18.6	18.6	22.0
≥40	PK		4.3	69.6	73.9	65.2	60.9
	No	—	10.2	69.5	59.3	44.1	55.9
K84							
No Sc N:22	PK	100	100	4.5	4.5	—	9.1
N:	No	100	100	8.6	6.2	4.9	3.7
1-6	PK	—	—	13.6	9.1	13.6	4.5
	No	—	—	22.2	3.7	1.2	2.5
7-22	PK	—	—	27.3 45.4	4.5	13.6	36.4 50.0
	No	—	—	29.6 60.4	7.4	9.9	21.0 27.2
23-39	PK	—	—	13.6	18.2	18.2	13.6
	No	—	—	21.0	8.6	12.3	13.6
≥40	PK	—	—	40.9	63.6	54.5	36.4
	No	—	—	18.5	74.1	71.6	59.3

%AGE OF LEP STUDENTS BY %ILE RANGE

Reading - Returned 1 YR

K82		82	83	84	85	86	
No Score N:21	PK	100	33.3	9.5	9.5	14.3	19.0
N:58	No	100.0	48.3	12.1	15.5	12.1	10.3
1-6	PK	–	4.8	14.3	19.0	4.8	14.3
	No	–	5.2	5.2	12.1	6.9	15.5
7-22	PK	–	47.6	23.8	33.3	47.6	52.4
	No	–	34.5	19.0	22.4	27.6	24.1
23-39	PK	–	9.5	19.0	19.0	19.0	4.8
	No	–	8.6	32.8	29.3	31.0	34.5
≥40	PK	–	4.8	33.3	19.0	14.3	9.5
	No	–	3.4	31.0	20.7	22.4	15.5
K83							
No Sc N:22	PK	100	100	31.8	22.7	27.3	31.8
N=54	No	100	100	37.0	40.7	31.5	25.9
1-6	PK	–	–	4.5	9.1	22.7	4.5
	No	–	–	14.8	7.4	16.7	1.9
7-22	PK	–	–	50.0	27.3	31.8	27.3
	No	–	–	31.5	22.2	18.5	33.3
23-39	PK	–	–	9.1	13.6	4.5	22.7
	No	–	–	13.0	13.0	16.7	20.4
≥40	PK	–	–	4.5	27.3	13.6	13.6
	No	–	–	3.7	16.7	16.7	18.5
K84							
No Sc N:16	PK	100	100	100	37.5	18.8	12.5
N=65	No	100	100	100	40.0	26.2	23.1
1-6	PK	–	–	–	–	6.3	12.5
	No	–	–	–	12.3	6.2	13.8
7-22	PK	–	–	–	37.5	43.8	31.3
	No	–	–	–	23.1	26.2	21.5
23-39	PK	–	–	–	18.8	6.3	25.0
	No	–	–	–	21.5	15.4	24.6
≥40	PK	–	–	–	6.3	25.0	18.8
	No	–	–	–	3.1	26.2	16.9

Language - Retained

K82		82	83	84	85	86	87
No Score N=21	PK	4.8	28.6	9.5	14.3	14.3	14.0
N=58	No	37.9	39.7	13.8	17.2	13.8	12.1
1-6	PK	47.6	9.5	9.5	14.3	–	–
	No	34.5	5.2	5.2	5.2	5.2	1.7
7-22	PK	42.9	23.8	28.6	19.0	9.5	9.5
	No	19.0	15.5	17.2	13.8	13.8	15.5
23-39	PK	–	9.5	14.3	23.8	33.3	38.1
	No	6.9	13.8	24.1	15.5	13.8	20.7
≥40	PK	4.8	28.6	38.1	28.6	42.9	33.3
	No	1.7	25.9	39.7	48.3	53.4	50.0
K83							
No Sc N=22	PK	100	27.3	27.3	22.7	22.7	36.4
N=54	No	100	35.2	25.9	42.6	31.5	29.6
1-6	PK	–	36.4	18.2	9.1	13.6	9.1
	No	–	42.6	20.4	13.0	13.0	1.9
7-22	PK	–	13.6	27.3	13.6	31.8	9.1
	No	–	16.7	24.1	9.3	18.5	11.1
23-39	PK	–	9.1	9.1	27.3	13.6	9.1
	No	–	3.7	22.2	14.8	18.5	22.2
≥40	PK	–	13.6	18.2	27.3	18.2	36.4
	No	–	1.9	7.4	20.4	18.5	35.2
K84							
No Sc N=16	PK	100	100	–	25.0	25.0	12.5
N=65	No	100	100	18.5	38.5	33.8	24.6
1-6	PK	–	–	50.0	25.0	–	25.0
	No	–	–	46.2	12.3	6.2	15.4
7-22	PK	–	–	37.5	–	12.5	25.0
	No	–	–	23.1	29.2	12.3	18.5
23-39	PK	–	–	6.3	31.3	18.8	25.0
	No	–	–	6.2	15.4	10.8	26.2
≥40	PK	–	–	6.3	18.8	43.8	12.5
	No	–	–	6.2	4.6	31.9	15.4

Math - Retained

K82		82	83	84	85	86	87
No Score N:21	PK	4.8	9.5	14.3	14.3	14.3	14.3
N:58	No	37.9	24.1	6.9	12.1	10.3	12.1
1-6	PK	38.1	19.0	–	14.3	14.3	4.8
	No	34.5	19.0	3.4	8.6	3.4	8.6
7-22	PK	47.6	23.8	9.5	9.5	19.0	23.8
	No	20.7	32.8	19.0	20.7	24.1	17.2
23-39	PK	4.8	9.5	14.3	19.0	23.8	28.6
	No	6.9	8.6	10.3	19.0	19.0	15.5
≥40	PK	4.8	38.1	61.9	42.9	28.6	28.6
	No	–	15.5	60.3	39.7	43.1	46.6
K83							
No Sc N:22	PK	100	31.8	9.1	9.1	13.6	27.3
N:54	No	100	31.5	11.1	11.1	13.0	14.8
1-6	PK	–	27.3	4.5	–	–	–
	No	–	42.6	24.1	1.9	7.4	3.7
7-22	PK	–	18.2	13.6	18.2	22.7	18.2
	No	–	18.5	31.5	–	16.7	16.7
23-39	PK	–	9.1	13.6	13.6	9.1	9.1
	No	–	3.7	13.0	11.1	9.3	16.7
≥40	PK	–	13.6	59.1	59.1	54.5	45.5
	No	–	3.7	20.4	75.9	53.7	48.1
K84							
No Sc N:16	PK	100	100	–	12.5	25.0	12.5
N:65	No	100	100	15.4	20.0	12.3	13.8
1-6	PK	–	–	62.5	43.8	–	12.5
	No	–	–	36.9	15.4	3.1	4.6
7-22	PK	–	–	31.3	12.5	6.3	–
	No	–	–	21.5	26.2	12.3	3.1
23-39	PK	–	–	–	6.3	–	6.3
	No	–	–	13.8	12.3	7.7	12.3
≥40	PK	–	–	6.3	25.0	68.8	68.8
	No	–	–	12.3	86.2	1-4.6	66.2

86.22

%AGE OF LEP STUDENTS BY %ILE RANGE
ALL ACTIVE STUDENTS

READING

K82	82	83	84	85	86	87	
No Score PK N=23	100%	34.8	13.0	4.3	4.3	4.3	-
N=52 No	100%	30.8	—	3.8	1.9	1.9	-
1-6 PK	-	8.7	4.3	4.3	21.7	8.7	0
No	—	—	3.8	—	1.9	1.9	+
7-22 PK	-	8.7 52.2	17.4	30.4	21.7	34.8	+
No	—	5.8 [illegible]	13.5	15.4	15.4	11.5	+
23-39 PK	-	21.7	43.5	30.4	26.1	21.7	0
No	—	17.3	26.9	17.3	28.8	30.8	+
≥40 PK	—	26.1	21.7	30.4	26.1	30.4	+
No	—	46.2	55.8	63.5	51.9	53.8	+

Reading K83	82	83	84	85	86	87	
NO SCORE PK	N=46		23.9	15.2	15.2	19.6	-
NO PK	N=113	25.2	26.5	24.8	19.5 30.5	13.3	-
1-6 PK		31.5	4.3	47.8 15.2	10.9 28.6	10.9	+
NO PK			8.0	8.8	10.6	5.3 32.6	-
7-22 PK			43.5	26.1	32.6 36.3	21.7	-
NO PK			21.2	29.2 15.0	18.6	31.0	+
23-39 PK			13.0	17.4	21.7	30.4	+
NO PK			15.9	22.1	24.8	25.7	+
≥40 PK			15.2	26.1	19.6	17.4	+
NO PK			29.3	29.2	26.5	24.8	-

Reading K84		85	86	87	
No PK	N=38	39.5	7.9	18.4	-
No	N=148	27.0	18.2	12.8	-
1-6 PK		2.6	10.5	10.5	+
No		8.1	7.4	8.8	+
7-22 PK		21.1	28.9	21.1	0
No		25.0	25.7	21.6	-
23-39 PK		15.8	18.4	21.1	+
No		17.6	14.9	22.3	+
≥40 PK		21.1	34.2	28.9	+
No		22.3	33.8	34.5	+

LANGUAGE

Q's for John: [illegible]

K82		82	83	84	85	86	87	
No 46	PK	4.3	28.3	8.7	8.7	8.7	13.0	+
115	No.	25.2	35.7	7.8	12.2	8.7	7.8	—
1-6	PK	39.1	8.7	10.9	6.5	2.2	0	—
	No	27.8	6.1	2.6	2.6	2.6	1.7	—
7-22	PK	43.5	17.4	19.6	19.6	10.9	8.7	-
	No	29.6	9.6	17.4	10.4	11.3	10.4	-
23-39	PK	2.2	8.7	17.4	21.7	28.3	30.4	+
	No	3.5	11.3	18.3	13.0	14.8	16.5	+
40-99	PK.	10.9	37.0	43.5	43.5	50.0	47.8	+
	No	13.9	37.4	53.9	61.7	62.6	63.5	+

K83	N=113							
No	PK		21.7	21.7	17.4	15.2	21.7	0
	No		28.3	20.4	24.5	19.5	15.0	—
1-6	PK		32.6	13.0	6.5	10.9	4.3	—
	No		36.3	10.6	13.3	6.2	.9	-
7-22	PK		28.3	23.9	21.7	19.6	8.7	—
	No		27.4	22.1	8.3	15.0	14.2	-
23-39	PK		4.3	13.0	23.9	13.0	21.7	+
	No		3.5	16.8	15.9	14.2	21.2	+
40-99	PK		13.0	28.3	30.4	41.3	43.5	+
	No		4.4	30.1	37.2	45.1	48.7	+

K84	N: 148							
No	PK			2.6	34.2	13.2	18.4	+
	No			13.5	30.4	21.6	15.5	+
1-6	PK			36.8	15.8	2.6	13.2	-
	No			39.2	7.4	5.4	8.1	-
7-22	PK			39.5	10.5	21.1	10.5	-
	No			29.7	19.6	10.1	12.8	-
23-39	PK			5.3	15.8	26.3	23.7	+
	No			7.4	12.2	17.6	16.9	+
40-99	PK			15.8	23.7	36.8	34.2	+
	No			10.1	30.4	45.3	46.6	+

% above 39 + for both also % 23-39

-86.22 —

MATHEMATICS

K82		82	83	84	85	86	87	
No Score	N=46 PK	2.2	6.5	10.9	8.7	8.7	8.7	+
N=115	No	24.3	15.7	5.2	7.8	6.1	7.8	−
1-6	PK	41.3	10.9	−	6.5	15.2	4.3	−
	No	24.3	10.4	2.6	4.3	4.3	7.0	−
7-22	PK	34.8	19.6	15.2	23.9	21.7	19.6	−
	No	24.3	20.0	13.0	24.3	19.1	14.8	−
23-39	PK	10.9	10.9	19.6	13.0	17.4	26.1	+
	No	12.2	9.6	10.4	13.0	17.4	12.2	0
≥40	PK	10.9	52.3	54.3	47.8	37.0	41.3	+
	No	14.8	44.3	68.7	50.4	53.0	58.3	+
K83								
No Score	N=46 PK	100% (NA)	23.9	4.3	4.3	6.5	13.0	−
N=113	No	100%	26.5	6.2	7.1	8.8	8.0	−
1-6	PK		19.6	8.7	2.2	-	−	−
	No		27.4	11.5	.9	4.4	5.3	−
7-22	PK		30.4	10.9	17.4	21.7	17.4	−
	No		30.1	21.2	9.7	23.9	15.0	−
23-39	PK		17.4	10.9	8.7	13.0	17.4	0
	No		8.8	15.0	15.0	14.2	19.5	+
≥40	PK		8.7	65.2	67.4	58.7	52.2	+
	No		7.1	46.0	67.3	48.7	52.2	+
K84								
No Score	N=38 PK	100% (NA)	100% (NA)	2.6	7.9	10.5	10.5	+
	No	100%	100%	11.5	12.2	8.1	8.8	−
1-6	PK			34.2	23.7	7.9	7.9	−
	No			28.4	8.8	2.7	3.4	−
7-22	PK			28.9	7.9	10.5	21.1	−
	No			26.4	16.2	10.8	12.8	−
23-39	PK			7.9	13.2	10.5	10.5	+
	No			18.2	10.1	10.1	12.8	−
≥40	PK			26.3	47.4	60.5	50.0	+
	No			15.5	52.7	68.2	62.2	+

Attachment B-11
(Page 1 of 13)

CURRENT GRADE BY GROUP
DROP STATUS

Attachment B- 11

86.22

Current grade by group

Drop status

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1       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                          15:22 THURSDAY, JULY 2, 1987

NOTE: THE JOB EVISAS HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1                                                                               00000140
2          OPTIONS ERRORS = 0;                                                  00000150
3                                                                               00000160
4          TITLE1 AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF082 0501; 00000170
5          TITLE2 OFFICE OF RESEARCH AND EVALUATION                          X; 00000180
6          TITLE4 TITLE VII FOLLOWUP  -  SAS DSN = FRYT'TL7;                    00000190
7          TITLE5 DO PROC TABULATES;                                            00000200
8                                                                               00000210
9          DATA FRYTEST1;                                                       00000220
10             SET FRYTITL7;                                                    00000230
11             IF ACTIVE87 = 1;                                                 00000240
12             GROUP = '1234567';                                               00000250
13             GROUP = '4ALL';                                                  00000260
14             KEEP GROUP GRADE87;                                              00000270
15             OUTPUT;                                                          00000280
16             IF T7STAT = 1   THEN DO;                                         00000290
17                 GROUP = '1TITLE7';                                           00000300
18                 OUTPUT;                                                      00000310
19                 GO TO ENDIT;                                                 00000320
20                 END;                                                         00000330
21             IF CH1STAT = 1  THEN DO;                                         00000340
22                 GROUP = '2CH1';                                              00000350
23                 OUTPUT;                                                      00000360
24                 END;                                                         00000370
25             IF ETHNIC = 4    THEN DO;                                        00000380
26                 GROUP = '3HISP';                                             00000390
27                 OUTPUT;                                                      00000400
28                 END;                                                         00000410
29           ENDIT:                                                             00000420
30                                                                              00000430

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      25:8

NOTE: DATA SET USER010.FRYTEST1 HAS 2593 OBSERVATIONS AND 2 VARIABLES. 614 OBS/TRK.
NOTE: THE DATA STATEMENT USED 10.54 SECONDS AND 330K.

31         PROC TABULATE  F=4;                                                  00000440
32             CLASS  GROUP  GRADE87;                                           00000450
33             TABLES  GROUP,                                                   00000460

34                        GRADE87*(N   PCTN<GRADE87  ALL>='PERCENT'*F=7.1) ALL   /   00000470
35                      MISSTEXT = ' '   RTSPACE = 15;                          00000480
36                                                                              00000490
36             KEYLABEL  ALL = 'TOTAL';                                         00000490
37                                                                              00000500
38                                                                              00000510
```

AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF082 0501 1
OFFICE OF RESEARCH AND EVALUATION X
15:22 THURSDAY, JULY 2, 1987

TITLE VII FOLLOWUP - SAS DSN = FRVTITL7
DO PROC TABULATES

	GRADE87														TOT-AL
	04		05		08		09		10		11		12		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N
GROUP															
1TITLE7			~~1~~	~~0.8~~			4	3.2	19	15.~~2~~ 3	27	21.~~6~~ 8	74	59.~~2~~ 7	~~125~~ 124
2CHI							4	2.0	18	8.8	43	21.1	139	68.1	204
3HISP					1	0.3	9	2.5	25	6.9	48	13.2	280	77.1	363
4ALL	~~1~~	~~0.1~~	~~1~~	~~0.1~~	1	0.1	23	1.2	87	4.6	174	9.2	1614	~~84.9~~ 850	~~1901~~ 1899

NOTE: THE PROCEDURE TABULATE USED 14.86 SECONDS AND 588K AND PRINTED PAGE 1.

APPENDIX B
100

```
                  AUSTIN INDEPENDENT SCHOOL DISTRICT                   SA-JF082 0501                         2
                  OFFICE OF RESEARCH AND EVALUATION                                X
                                                                           15:22 THURSDAY, JULY 2, 1987
                              TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                            DO PROC TABULATES
            ------------------------------------------------------------------------------------------------
            |                    |                               DROP84                               |    |
            |                    |--------------------------------------------------------------------|TOT-|
            |                    |      0       |      1       |      2       |      5       |      6       | AL |
            |                    |--------------+--------------+--------------+--------------+--------------+----|
            |                    | N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |
            |--------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
            |GROUP               |    |       |    |       |    |       |    |       |    |       |    |
            |--------------------|    |       |    |       |    |       |    |       |    |       |    |
            |1TITLE7             | 168|   93.9|   7|    3.9|    |       |   2|    1.1|   2|    1.1| 179|
            |--------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
            |2CH1                | 302|   85.3|  33|    9.3|  10|    2.8|   4|    1.1|   5|    1.4| 354|
            |--------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
            |3HISP               | 484|   88.8|  35|    6.4|  10|    1.8|   7|    1.3|   9|    1.7| 545|
            |--------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
            |4ALL                |2385|   91.2|  92|    3.5|  51|    2.0|  33|    1.3|  54|    2.1|2615|
            ------------------------------------------------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 28.10 SECONDS AND 590K AND PRINTED PAGE 2.

65           PROC TABULATE  F=4;                                                       00000780
66               CLASS  GROUP  DROP84  GRADE84;                                        00000790
67               TABLES  GROUP*DROP84,                                                 00000800

68                         GRADE84*(N   PCTN<GRADE84  ALL>='PERCENT'*F=7.1) ALL   /    00000810
69                       MISSTEXT = ' '   RTSPACE = 20;                                00000820
70                                                                                     00000830
70               KEYLABEL  ALL = 'TOTAL';                                              00000830
71                                                                                     00000840
72                                                                                     00000850
```

```
AUSTIN INDEPENDENT SCHOOL DISTRICT                     SA-JF082 0501                        3
OFFICE OF RESEARCH AND EVALUATION                                  X
                                                                     15:22 THURSDAY, JULY 2, 1987
                    TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                 DO PROC TABULATES
         -----------------------------------------------------------------------
         |                      |                   GRADE84                  |     |
         |                      |--------------------------------------------|TOT-|
         |                      |      09       |      10      |     11      | AL |
         |                      |---------------+--------------+-------------+----|
         |                      |  N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |
         |----------------------+-----+-------+----+-------+----+-------+----|
         |GROUP    |DROP84      |     |       |    |       |    |       |    |
         |---------+------------|     |       |    |       |    |       |    |
         |1TITLE7  |0 STAY      | 168|  100.0|    |       |    |       | 168|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |1 DROP      |   7|  100.0|    |       |    |       |   7|  179
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |5 No show drop|   2|  100.0|    |       |    |       |   2|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |6           |   2|  100.0|    |       |    |       |   2|
         |---------+------------+-----+-------+----+-------+----+-------+----|
         |2CHI     |0           | 300|   99.3|   2|    0.7|    |       | 302|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |1           |  33|  100.0|    |       |    |       |  33|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |2           |  10|  100.0|    |       |    |       |  10|  354
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |5           |   4|  100.0|    |       |    |       |   4|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |6           |   5|  100.0|    |       |    |       |   5|
         |---------+------------+-----+-------+----+-------+----+-------+----|
         |3HISP    |0           | 480|   99.2|   2|    0.4|   2|    0.4| 484|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |1           |  35|  100.0|    |       |    |       |  35|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |2           |  10|  100.0|    |       |    |       |  10|  545
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |5           |   7|  100.0|    |       |    |       |   7|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |6           |   9|  100.0|    |       |    |       |   9|
         |---------+------------+-----+-------+----+-------+----+-------+----|
         |4ALL     |0           |2374|   99.5|   7|    0.3|   4|    0.2|2385|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |1           |  91|   98.9|   1|    1.1|    |       |  92|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |2           |  51|  100.0|    |       |    |       |  51|  2615
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |5           |  33|  100.0|    |       |    |       |  33|
         |         |------------+-----+-------+----+-------+----+-------+----|
         |         |6           |  54|  100.0|    |       |    |       |  54|
         -----------------------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 23.51 SECONDS AND 592K AND PRINTED PAGE 3.

73          PROC TABULATE  F=4;                                          00000860
74                CLASS  GROUP  DROP85;                                  00000870
75                TABLES  GROUP,                                         00000880

76                        DROP85*(N   PCTN<DROP85   ALL>='PERCENT'*F=7.1) ALL   /   00000890
77                    MISSTEXT = ' '    RTSPACE = 20;                    00000900
78                                                                       00000910
```

86.22

1+5 are drops

```
                     AUSTIN INDEPENDENT SCHOOL DISTRICT                 SA-JF082 0501                    4
                     OFFICE OF RESEARCH AND EVALUATION                              X
                                                                          15:22 THURSDAY, JULY 2, 1987
                            TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                           DO PROC TABULATES
        ------------------------------------------------------------------------------------------------------
        |                   |                                 DROP85                                 |     |
        |                   |------------------------------------------------------------------------|TOT-|
        |                   |     0      |     1      |     2      |     4      |     5      |     6      | AL |
        |                   |------------+------------+------------+------------+------------+------------+----|
        |                   | N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |PERCENT| N  |
        |-------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
        |GROUP              |    |       |    |       |    |       |    |       |    |       |    |       |    |
        |-------------------|    |       |    |       |    |       |    |       |    |       |    |       |    |
        |1TITLE7            | 161|   82.1|  25|   12.8|   3|    1.5|    |       |   6|    3.1|   1|    0.5| 196|
        |-------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
        |2CHI               | 297|   76.3|  61|   15.7|  13|    3.3|   1|    0.3|  13|    3.3|   4|    1.0| 389|
        |-------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
        |3HISP              | 472|   80.4|  73|   12.4|  17|    2.9|    |       |  22|    3.7|   3|    0.5| 587|
        |-------------------+----+-------+----+-------+----+-------+----+-------+----+-------+----+-------+----|
        |4ALL               |2337|   87.1| 183|    6.8|  59|    2.2|   1|    0.0|  59|    2.2|  43|    1.6|2682|
        ------------------------------------------------------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 25.24 SECONDS AND 590K AND PRINTED PAGE 4.

79          PROC TABULATE  F=4;                                                       00000920
80              CLASS  GROUP  DROP85  GRADE85;                                        00000930
81              TABLES  GROUP*DROP85,                                                 00000940

82                   GRADE85*(N   PCTN<GRADE85  ALL>='PERCENT'*F=7.1) ALL    /        00000950
83                  MISSTEXT = ' '   RTSPACE = 20;                                    00000960
84                                                                                    00000970
84              KEYLABEL  ALL = 'TOTAL';                                              00000970
85                                                                                    00000980
86                                                                                    00000990
```

```
                          TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                     DO PROC TABULATES
---------------------------------------------------------------------------------------------------------------------------
|                  |                                         GRADE85                                               |      |
|                  |-----------------------------------------------------------------------------------------------|TOT-  |
|                  |      07       |      08       |      09       |      10       |      11       |      12       |AL    |
|                  |---------------+---------------+---------------+---------------+---------------+---------------+------|
|                  |  N  | PERCENT |  N  | PERCENT |  N  | PERCENT |  N  | PERCENT |  N  | PERCENT |  N  | PERCENT |N     |
|------------------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|GROUP    |DROP85  |     |         |     |         |     |         |     |         |     |         |     |         |      |
|---------+--------|     |         |     |         |     |         |     |         |     |         |     |         |      |
|1TITLE7  |0       |     |         |     |         |   82|     50.9|   79|     49.1|     |         |     |         |   161|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |1       |     |         |    1|      4.0|   21|     84.0|    3|     12.0|     |         |     |         |    25|  196
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |2       |     |         |     |         |    1|     33.3|    2|     66.7|     |         |     |         |     3|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |5       |     |         |    1|     16.7|    5|     83.3|     |         |     |         |     |         |     6|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |6       |     |         |     |         |     |         |    1|    100.0|     |         |     |         |     1|
|---------+--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|2CHI     |0       |     |         |    5|      1.7|  132|     44.4|  158|     53.2|    2|      0.7|     |         |   297|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |1       |     |         |     |         |   58|     95.1|    3|      4.9|     |         |     |         |    61|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |2       |     |         |    4|     30.8|    6|     46.2|    3|     23.1|     |         |     |         |    13|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |4       |     |         |     |         |    1|    100.0|     |         |     |         |     |         |     1|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |5       |     |         |    1|      7.7|   11|     84.6|    1|      7.7|     |         |     |         |    13|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |6       |     |         |     |         |    2|     50.0|    2|     50.0|     |         |     |         |     4|  389
|---------+--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|3HISP    |0       |    1|      0.2|    4|      0.8|  162|     34.3|  300|     63.6|    2|      0.4|    3|      0.6|   472|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |1       |    1|      1.4|    1|      1.4|   65|     89.0|    6|      8.2|     |         |     |         |    73|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |2       |     |         |    3|     17.6|   10|     58.8|    4|     23.5|     |         |     |         |    17|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |5       |    1|      4.5|     |         |   16|     72.7|    5|     22.7|     |         |     |         |    22|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |6       |     |         |     |         |    1|     33.3|    2|     66.7|     |         |     |         |     3|  587
|---------+--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|4ALL     |0       |    1|      0.0|   13|      0.6|  539|     23.1| 1773|     75.9|    6|      0.3|    5|      0.2|  2337|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |1       |    1|      0.5|    4|      2.2|  147|     80.3|   31|     16.9|     |         |     |         |   183|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |2       |     |         |    5|      8.5|   20|     33.9|   33|     55.9|    1|      1.7|     |         |    59|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |4       |     |         |     |         |    1|    100.0|     |         |     |         |     |         |     1|
|         |--------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+-----+---------+------|
|         |5       |    1|      1.7|    4|      6.8|   38|     64.4|   15|     25.4|    1|      1.7|     |         |    59|  2682
---------------------------------------------------------------------------------------------------------------------------
(CONTINUED)
```

86.22

```
AUSTIN INDEPENDENT SCHOOL DISTRICT                    SA-JF082 0501                    8
OFFICE OF RESEARCH AND EVALUATION                           X
                                                         15:22 THURSDAY, JULY 2, 1987
                    TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                DO PROC TABULATES

---------------------------------------------------------------------------------------------------------------
|                       |                                   GRADE86                                  |       |
|                       |----------------------------------------------------------------------------|TOT-   |
|                       |     07       |      08      |      09      |      10      |      11      |      12      | AL    |
|                       |--------------+--------------+--------------+--------------+--------------+--------------+-------|
|                       | N  |PERCENT  | N  |PERCENT  | N  |PERCENT  | N  |PERCENT  | N  |PERCENT  | N  |PERCENT  | N     |
|-----------------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|GROUP    |DROP86       |    |         |    |         |    |         |    |         |    |         |    |         |       |
|---------+-------------|    |         |    |         |    |         |    |         |    |         |    |         |       |
|1TITLE7  |0            |    |         |    |        .|  18|     13.0|  52|     37.7|  68|     49.3|    |         |    138|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |1            |    |         |    |         |  22|     59.5|  13|     35.1|   2|      5.4|    |         |     37|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |3            |    |         |    |         |    |         |    |         |   1|    100.0|    |         |      1|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |4            |    |         |    |         |    |         |    |         |   1|    100.0|    |         |      1| 177
|---------+-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|2CHL     |0            |    |         |   1|      0.4|  24|      9.4|  82|     32.2| 148|     58.0|    |         |    255|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |1            |    |         |   1|      1.4|  45|     61.6|  21|     28.8|   6|      8.2|    |         |     73|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |2            |    |         |    |         |   2|     50.0|    |         |   2|     50.0|    |         |      4|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |3            |    |         |    |         |   1|    100.0|    |         |    |         |    |         |      1|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |4            |    |         |    |         |    |         |   1|    100.0|    |         |    |         |      1| 334
|---------+-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|3HISP    |0            |   1|      0.2|   1|      0.2|  41|      9.8|  96|     23.0| 276|     66.0|   3|      0.7|    418|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |1            |    |         |    |         |  51|     56.0|  29|     31.9|  11|     12.1|    |         |     91|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |2            |    |         |    |         |   2|     50.0|    |         |   2|     50.0|    |         |      4|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |4            |    |         |    |         |    |         |    |         |   1|    100.0|    |         |      1| 514
|---------+-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|4ALL     |0            |   1|      0.0|   2|      0.1| 117|      5.4| 363|     16.7|1682|     77.4|   7|      0.3|   2172|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |1            |    |         |   1|      0.4| 126|     47.0|  97|     36.2|  44|     16.4|    |         |    268|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |2            |    |         |    |         |   7|     17.9|  17|     43.6|  15|     38.5|    |         |     39|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |3            |    |         |    |         |   2|     22.2|    |         |   2|     22.2|   5|     55.6|      9|
|         |-------------+----+---------+----+---------+----+---------+----+---------+----+---------+----+---------+-------|
|         |4            |    |         |    |         |   1|     20.0|   1|     20.0|   3|     60.0|    |         |      5| 2493
---------------------------------------------------------------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 23.30 SECONDS AND 592K AND PRINTED PAGE 8.

101        PROC FREQ   DATA = FRYTITL7;                                        00001140
102            TABLES  GRADE84  ACTIVE84                                       00001150
103                    GRADE85  ACTIVE85                                       00001160
104                    GRADE86  ACTIVE86                                       00001170
105                    GRADE87  ACTIVE87                                       00001180
106                    DROP84   DROP85     DROP86  SEX  ETHNIC                 00001190
107                    T7STAT   BOTHGE40   LEPTINE  CHISTAT;                   00001200
108                                                                            00001210

NOTE: SEE--------FOR TABLE LOCATION IN PRINT FILE
```

```
                    AUSTIN INDEPENDENT SCHOOL DISTRICT                  SA-JF082 0501                    9
                    OFFICE OF RESEARCH AND EVALUATION                               X
                                                                                       15:22 THURSDAY, JULY 2, 1987
                          TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                            DO PROC TABULATES

                               GRADE84   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE     9  GRADE84

                               S               416       416    11.320       11.320
                               01                2       418     0.054       11.374
                               02                1       419     0.027       11.401
                               04                2       421     0.054       11.456
                               05                2       423     0.054       11.510
                               06               73       496     1.986       13.497
                               07               88       584     2.395       15.891
                               08              342       926     9.306       25.197
                               09             2734      3660    74.395       99.592
                               10               11      3671     0.299       99.891
                               11                4      3675     0.109      100.000

                              ACTIVE84   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE     9  ACTIVE84

                                     .      1028         .         .            .
                                     1      2647      2647   100.000      100.000

                               GRADE85   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE     9  GRADE85

                               S               405       405    11.020       11.020
                               02                2       407     0.054       11.075
                               03                1       408     0.027       11.102
                               04                1       409     0.027       11.129
                               05                2       411     0.054       11.184
                               06               69       480     1.878       13.061
                               07               73       553     1.986       15.048
                               08              176       729     4.789       19.837
                               09              983      1712    26.748       46.585
                               10             1950      3662    53.061       99.646
                               11                8      3670     0.218       99.864
                               12                5      3675     0.136      100.000

                              ACTIVE85   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
PAGE     9  ACTIVE85

                                     .      1232         .         .            .
                                     1      2443      2443   100.000      100.000
```

86.22

```
OFFICE OF RESEARCH AND EVALUATION                              X                       10
                                                                  15:22 THURSDAY, JULY 2, 1987
                     TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                 DO PROC TABULATES

                           GRADE86    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    10  GRADE86

                           S                399        399     10.857        10.857
                           03                 2        401      0.054        10.912
                           04                 2        403      0.054        10.966
                           05                 1        404      0.027        10.993
                           06                65        469      1.769        12.762
                           07                68        537      1.850        14.612
                           08               156        693      4.245        18.857
                           09               586       1279     15.946        34.803
                           10               596       1875     16.218        51.020
                           11              1788       3663     48.653        99.673
                           12                12       3675      0.327       100.000

                          ACTIVE86    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    10  ACTIVE86

                                 .         1491          .          .             .
                                 1         2184       2184    100.000       100.000

                           GRADE87    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    10  GRADE87

                           GR                 9          9      0.245         0.245
                           S                396        405     10.776        11.020
                           04                 3        408      0.082        11.102
                           05                 2        410      0.054        11.156
                           06                63        473      1.714        12.871
                           07                65        538      1.769        14.639
                           08               150        688      4.082        18.721
                           09               495       1183     13.469        32.190
                           10               389       1572     10.585        42.776
                           11               350       1922      9.524        52.299
                           12              1753       3675     47.701       100.000

                          ACTIVE87    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    10  ACTIVE87

                                 .         1774          .          .             .
                                 1         1901       1901    100.000       100.000

                            DROP84    FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT
PAGE    10  DROP84

                                 .         1060          .          .             .
                                 0         2385       2385     91.205        91.205
                                 1           92       2477      3.518        94.723
                                 2           51       2528      1.950        96.673
                                 5           33       2561      1.262        97.935
                                 6           54       2615      2.065       100.000
```

```
                             AUSTIN INDEPENDENT SCHOOL DISTRICT            SA-JF082 0501                         11
                             OFFICE OF RESEARCH AND EVALUATION                          X
                                                                                          15:22 THURSDAY, JULY 2, 1987
                                     TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                                DO PROC TABULATES

                                  DROP85    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT
           PAGE    11  DROP85

                                       .          993         .          .            .
                                       0         2337      2337     87.136       87.136
                                       1          183      2520      6.823       93.960
                                       2           59      2579      2.200       96.160
                                       4            1      2580      0.037       96.197
                                       5           59      2639      2.200       98.397
                                       6           43      2682      1.603      100.000

                                  DROP86    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT
           PAGE    11  DROP86

                                       .         1182         .          .            .
                                       0         2172      2172     87.124       87.124
                                       1          268      2440     10.750       97.874
                                       2           39      2479      1.564       99.438
                                       3            9      2488      0.361       99.799
                                       4            5      2493      0.201      100.000

                                     SEX    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT
```

```
4     S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                        15:22 THURSDAY, JULY 2, 1987
      PAGE   11  SEX

                                        1      1866      1866      50.776      50.776
                                        3      1809      3675      49.224     100.000

                                   ETHNIC  FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   11  ETHNIC

                                        1         3         3       0.082       0.082
                                        2        33        36       0.898       0.980
                                        3       609       645      16.571      17.551
                                        4       924      1569      25.143      42.694
                                        5      2106      3675      57.306     100.000

                                   T7STAT  FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   11  T7STAT

                                        .      3454         .          .           .
                                        1       221       221     100.000     100.000

                                 BOTHGE40  FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
      PAGE   11  BOTHGE40

                                        .      3657         .          .           .
                                        0        11        11      61.111      61.111
                                        1         7        18      38.889     100.000
```

```
                   AUSTIN INDEPENDENT SCHOOL DISTRICT                SA-JF082 0501                       12
                   OFFICE OF RESEARCH AND EVALUATION                             X
                                                                                  15:22 THURSDAY, JULY 2, 1987
                                        TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
                                                    DO PROC TABULATES

                              LEPTINE   FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT
        PAGE   12  LEPTINE

                                    .        3657          .          .            .
                                    1           3          3     16.667       16.667
                                 1.32           1          4      5.556       22.222
                                 2.68           1          5      5.556       27.778
                                 3.68           2          7     11.111       38.889
                                 4.36           1          8      5.556       44.444
                                 4.68           5         13     27.778       72.222
                                 5.68           1         14      5.556       77.778
                                 6.08           1         15      5.556       83.333
                                 6.16           1         16      5.556       88.889
                                 7.68           1         17      5.556       94.444
                                 8.68           1         18      5.556      100.000

                              CHISTAT   FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT
        PAGE   12  CHISTAT

                                    .        3038          .          .            .
                                    1         637        637    100.000      100.000
NOTE: THE PROCEDURE FREQ USED 10.23 SECONDS AND 392K AND PRINTED PAGES 9 TO 12.

109          DATA FRYTEST1;                                                           00001220
110              SET FRYTITL7;                                                        00001230
111              IF _N_ GT 200     THEN DELETE;                                       00001240
112                                                                                   00001250

NOTE: DATA SET USER010.FRYTEST1 HAS 200 OBSERVATIONS AND 19 VARIABLES. 66 OBS/TRK.
NOTE: THE DATA STATEMENT USED 9.16 SECONDS AND 306K.

113          PROC PRINT;                                                              00001260
114          *   VAR STUID  STUNAME                                                   00001270
115          *       ACTIVE85  GRADE85  READ85  LANG85  MATH85                        00001280
116          *       ACTIVE86  GRADE86  READ86  LANG86  MATH86                        00001290
117          *       ACTIVE87  GRADE87  READ87  LANG87  MATH87;                       00001300
118                                                                                   00001310
119                                                                                   00001320
```

Attachment B

Dropout Information

86.22

APPENDIX B

111

Attachment B-12
(Page 1 of 3)

```
1      S A S   L O G   VSE SAS 82.4       VSE 3.1 JOB EV7SASPS                          10:03 MONDAY, JULY 6, 1987

NOTE: THE JOB EV7SASPS HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NC OPTIONS SPECIFIEC.

1                                                                           00000110
2             OPTIONS ERRORS = 0;                                           00000120
3             DATA LEP86;                                                   00000130
4           *    INFILE LANG86 VSAM;                                        00000140
5                INFILE LANG21 RECFM=VB LRECL=164  BLKSIZE=4000;            00000150
6                INPUT           FILID      $ 1-2                           00000160
7                                REFUGEE    $ 3                             00000170
8                                STUID        4-10                          00000180
9                                STUNAME    $ 11-37                         00000190
10                               BIRTH      $ 38-43                         00000200
11                               LOC        $ 44-46                         00000210
12                               GRADE      $ 47-48                         00000220
13                               HLS1       $ 49-50                         00000230
14                               HLS2       $ 51-52                         00000240
15                               HLS3       $ 53-54                         00000250
16                               REENTYR    $ 55                            00000260
17                               REENTSEA   $ 56                            00000270
18                               REEXTYR    $ 57                            00000280
19                               REEXTSEA   $ 58                            00000290
20                               LANGCODE   $ 59-60                         00000300
21                               LANGNAME   $ 61-70                         00000310
22                               ETHNIC     $ 71                            00000320
23                               REVIEWCD   $ 72                            00000330
24                               STATUS     $ 73                            00000340
25                               LPACCODE   $ 74                            00000350
26                               PALTAKEN   $ 77                            00000360
27                          @78  CENGPAL      ZD4.1                         00000370
28                          @82  CSPANPAL     ZD4.1                         00000380
29                          @86  OENGPAL      ZD4.1                         00000390
30                          @90  OSPANPAL     ZD4.1                         00000400
31                               ENGYEAR    $ 94                            00000410
32                               ENGSEA     $ 95                            00000420
33                               SPANYEAR   $ 96                            00000430
34                               SPANSEA    $ 97                            00000440
35                               LANGDOM    $ 98                            00000450
36                               PROGREQ    $ 99                            00000460
37                          @100 FALLREAD     ZD2.                          00000470
38                          @102 FALLLANG     ZD2.                          00000480
39                          @104 READPCT      ZD2.                          00000490
40                          @106 LANGPCT      ZD2.                          00000500
41                               DESTSCH    $ 108-110                       00000510
42                               PROGREC    $ 111                           00000520
43                               PAROVER    $ 112                           00000530
44                               ENTRYYR    $ 113                           00000540
45                               ENTRYSEA   $ 114                           00000550
46                               EXITYR     $ 115                           00000560
47                               EXITSEA    $ 116                           00000570
48                          @117 CENGLAB      ZD2.                          00000580
49                          @119 CSPANLAB     ZD2.                          00000590
50                          @126 OENGLAB      ZD2.                          00000600
51                          @128 OSPANLAB     ZD2.                          00000610
```

86.22

```
2        S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EV7SASPS                                            10:03 MONDAY, JULY 6, 1987
52                          OELABGRD    $ 130-131                                                       00000620
53                          OSLABGRD    $ 132-133                                                       00000630
54                          CELABGRD    $ 134-135                                                       00000640
55                          CSLABGRD    $ 136-137                                                       00000650
56                          ELIGEXIT    $ 141                                                           00000660
57                          REFUGDAT    $ 148-153                                                       00000670
58                          PARAPPRO    $ 160;                                                          00000680
59          KEEP STUID STATUS GRADE EXITYR LANGDOM;                                                     00000690
60          IF STATLS = '2' OR STATUS = '3' OR STATUS = '8' OR STATUS = '7';                            00000700
61          IF STATUS = '7' AND EXITYR LT '6' THEN DELETE;                                              00000710
62         *IF LOC GT '0CO';                                                                            00000720
63                                                                                                      00000721
64                                                                                                      00000722
65         *********CHOOSE HISPANICS ONLY********************************;                             00000723
66           IF ETHNIC = '4';                                                                           00000724
67                                                                                                      00000730
68                                                                                                      00000740
69         ***************************************************************************                 00000750
70                 THIS PROGRAM (SA-PS0141201) WILL PRODUCE ANNUAL  DROPOUT CODES                       00000760
71                 FOR ALL LEP STUDENTS IN GR. 7-8  DURING THE 1985-86 SCHOOL YEAR                      00000770
72         ***************************************************************************;                00000780
73                                                                                                      00000790
74                                                                                                      00000800
75                                                                                                      00000810


NOTE: INFILE LANG21 HAS THE FOLLOWING CHARACTERISTICS:
      DCB=(BLKSIZE=4000,LRECL=164,RECFM=VB)

NOTE: INVALID DATA FOR CSPANPAL IN LINE 1 82-85.     28:30
NOTE: INVALID DATA FOR OSPANPAL IN LINE 1 90-93.     30:30
NOTE: INVALID DATA FOR FALLREAD IN LINE 1 100-101.     37:30
NOTE: INVALID DATA FOR FALLLANG IN LINE 1 102-103.     38:30
NOTE: INVALID DATA FOR READPCT IN LINE 1 104-105.     39:30
NOTE: INVALID DATA FOR LANGPCT IN LINE 1 106-107.     40:30
NOTE: INVALID DATA FOR CENGLAB IN LINE 1 117-118.     48:30
NOTE: INVALID DATA FOR CSPANLAB IN LINE 1 119-120.     49:30
NOTE: INVALID DATA FOR OENGLAB IN LINE 1 126-127.     50:30
NOTE: INVALID DATA FOR OSPANLAB IN LINE 1 128-129.     51:30
NOTE: FURTHER ERRORS OF THIS TYPE WILL NOT BE PRINTED.
      OPTIONS ERRORS=NN; * LIMIT REACHED.

RULE:     1234567 101234567 201234567 301234567 401234567 501234567 601234567 701234567 801234567 901234567 00

1         AU 0000361ABADIANC FERDINAND          091066007GR010137     37TAGALOG   2 1   10920     0920    90  0
     101           007                                       000000 N0346S
FILID=AU REFUGEE=  STUID=361 STUNAME=ABADIANO FERDINAND BIRTH=091066 LOC=007 GRADE=GR HLS1=01 HLS2=01 HLS3=37 REENTYR=
REENTSEA=  REEXTYR=  REEXTSEA=  LANGCODE=37 LANGNAME=TAGALOG ETHNIC=2 REVIEWCD=  STATUS=1 LPACCODE=  PALTAKEN=1
CENGPAL=92 CSPANPAL=. OENGPAL=92 OSPANPAL=. ENGYEAR=9 ENGSEA=0 SPANYEAR=  SPANSEA=  LANGDOM=0 PROGREQ=  FALLREAD=.
FALLLANG=. READPCT=. LANGPCT=. DESTSCH=007 PROGREC=  PAROVER=  ENTRYYR=  ENTRYSEA=  EXITYR=  EXITSEA=  CENGLAB=.
CSPANLAB=. OENGLAB=. OSPANLAB=. OELABGRD=  OSLABGRD=  CELABGRD=  CSLABGRD=  ELIGEXIT=  REFUGDAT=000000 PARAPPRO=S
_ERRGR_=1 _N_=1
NOTE: 16045 LINES WERE READ FROM INFILE LANG21.
      THE MINIMUM LINE LENGTH IS 160.
      THE MAXIMUM LINE LENGTH IS 160.
NOTE: DATA SET USER010.LEP86 HAS 4299 OBSERVATIONS AND 5 VARIABLES. 470 OBS/TRK.
NOTE: THE DATA STATEMENT USED 245.78 SECONDS AND 330K.
```

APPENDIX B
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Attachment B-I2
(Page 2 of 3)

```
3        S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EV7SASPS                                        10:03 MONDAY, JULY 6, 1987

75               DATA DROP86;                                                               00000810
76                SET DROPDATA;                                                             00000820
77                                                                                          00000830
78               IF (LOC86 GE '043' AND LOC86 LE '055') OR LOC86 = '265';                   00000840
79               IF (GRADE86 GE '07' AND GRADE86 LE '08')                 ;                 00000850
80                                                                                          00000860
81               GRAD = 'N';                                                                00000870
82               DIED = 'N';                                                                00000880
83               IF DROP84 = 3 OR DROP85 = 3 OR DROP86 = 3 THEN GRAD = 'Y';                 00000890
84               IF DROP84 = 4 OR DROP85 = 4 OR DROP86 = 4 THEN. DIED = 'Y';                00000900
85                                                                                          00000910
86               IF ENTRY86 NE '      ';                                                    00000920
87                                                                                          00000930
88               DROP = 9;                                                                  00000940
89                                                                                          00000950
90                                                                                          00000960
91              *****************CREATE DROP CODE 0 (STILL IN AISD ) *****************;     00000970
92               IF ENTRY86 NE '      ' AND WITH86 = '      ' AND GRAD = 'N'                00000980
93                  AND DIED = 'N' THEN DROP=0;                                             00000990
94              **************************************************************************; 00001000
95                                                                                          00001010
96              *****************CREATE DROP CODE 1 (DROPOUTS DURING SCHCOL YEAR)****;      00001020
97               IF  (WITH86 NE '      '  AND TRANS86 = ' ')                                00001030
98               AND GRAD = 'N' AND DIED = 'N' THEN DROP=1;                                 00001040
99              ***************************************************************************; 00001050
100                                                                                         00001060
101             *****************CREATE DROP CODE 2 (TRANSFER DURING SCHCOL YEAR)*****;    00001070
102              IF    (WITH86 NE '      '  AND TRANS86 = 'Y')                              00001080
103               AND GRAD = 'N' AND DIED = 'N' THEN DROP=2;                                00001090
104             ***************************************************************************; 00001100
105                                                                                         00001110
106             ******************CREATE DROP CODES 3 AND 4 (GRADUATED, DIED)*********;    00001120
107                 IF GRAD = 'Y' THEN DROP=3;                                              00001130
108                 IF DIED = 'Y' THEN DROP=4;                                              00001140
109             **************************************************************************; 00001150
110                                                                                         00001160
111                                                                                         00001170

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      86:17  92:17  92:40  97:18  102:20

NOTE: DATA SET USER010.DROP86 HAS 9354 OBSERVATIONS AND 30 VARIABLES. 48 OBS/TRK.
NOTE: THE DATA STATEMENT USED 78.62 SECONDS AND 314K.

111             PROC SORT DATA=LEP86;                                                       00001170
112              BY STUID;                                                                  00001180
113                                                                                         00001190

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.LEP86 HAS 4299 OBSERVATIONS AND 5 VARIABLES. 470 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 20.59 SECONDS AND 292K.

113             PROC SORT DATA=DROP86;                                                      00001190
114              BY STUID;                                                                  00001200
```

Attachment B-12
(Page 3 of 3)

86.22

Attachment B-13

Pass & Fail Records on Courses

```
1       S A S   L O G   VSE SAS 82.4       VSE 3.1 JOB EVISAS                                        12:16 FRIDAY, JULY 3, 1987

NOTE: THE JOB EVISAS HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1                                                                                       00000140
2           CPTIONS ERRORS = 0;                                                         00000150
3                                                                                       00000160
4           TITLE1 AUSTIN INDEPENDENT SCHOOL DISTRICT                   SA-JF082 0601;  00000170
5           TITLE2 OFFICE OF RESEARCH AND EVALUATION                                X;  00000180
6           TITLE4 TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7;                           00000190
7           TITLE5 READ SGR DOWN LOADED TAPE FILE TO GET COURSES AND PASS OR FAIL;      00000200
8           TITLE6 THEN DO PROC TABULATES;                                              00000210
9                                                                                       00000220
10          *ATA FRYSSGR1;                                                              00000230
11          *    INFILE SSGR21 RECFM=F LRECL=178 BLKSIZE=4094;                          00000240
12          *    INPUT        LOC           $ 01-03                                     00000250
13          *                 STUID           C4-10                                     00000260
14          *                 COURSE        $ 82-87                                     00000270
15          *                 COURSE4       $ 82-85                                     00000280
16          *                 AVERAGE         131-133                                   00000290
17          *                 ACTIVE        $ 138;                                      00000300
18          *    IF AVERAGE = .  THEN DELETE;                                           00000310
19          *    FAILPASS = 0;                                                          00000320
20          *    IF AVERAGE GE 070   THEN  FAILPASS = 1;                                00000330
21          *    KEEP  STUID  COURSE  FAILPASS;                                         00000340
22          *ROC SORT;                                                                  00000350
23          *    BY STUID COURSE;                                                       00000360
24                                                                                      00000370
25                                                                                      00000380
26          *ATA FRYTEST1;                                                              00000390
27          *    SET FRYTITL7;                                                          00000400
28          *    IF ACTIVE87 = 1;                                                       00000410
29          *    IF GRADE87 GE '09';                                                    00000420
30          *    KEEP STUID  GRADE87  T7STAT  CHISTAT  ETHNIC;                          00000430
31          *                                                                           00000440
32          *                                                                           00000450
33          *ATA FRYTEST1;                                                              00000460
34          *    MERGE FRYTEST1  (IN = FRYIN1)                                          00000470
35          *           FRYSSGR1  (IN = FRYIN2);                                        00000480
36          *    BY STUID;                                                              00000490
37          *    IF FRYIN1 = 1;                                                         00000500
38          *ROC CELETE  DATA = FRYSSGR1;                                               00000510
39                                                                                      00000520
40                                                                                      00000530
41          CATA FRYTEST3;                                                              00000540
42               SET FRYTEST1;                                                          00000550
43               IF COURSE = '0118  '  OR COURSE = '1032  '  OR COURSE = '1042  '  OR   00000560
44                  COURSE = '1049  '  OR CCURSE = '1112  '  OR COURSE = '1132  '  OR   00000570
45                  COURSE = '2828  '  OR COURSE = '2831  '  OR COURSE = '3222  '  OR   00000580
46                  COURSE = '4002  '  OR CCURSE = '4322  '  OR COURSE = '4732  '  OR   00000590
47                  COURSE = '4841  '  OR CCURSE = '4931  '  OR COURSE = '4933  '  OR   00000600
48                  COURSE = '6931  '  OR COURSE = '8136  ';                            00000610
49                                                                                      00000620
50                                                                                      00000630
```

86.22

```
2        S A S   L O G   VSE SAS 82.4         VSE 3.1 JOB EV1SAS                                        12:16 FRIDAY, JULY 3, 1987

NOTE: DATA SET USER010.FRYTEST3 HAS 2457 OBSERVATIONS AND 7 VARIABLES. 176 OBS/TRK.
NOTE: THE DATA STATEMENT USED 14.52 SECONDS AND 322K.

51           DATA FRYTEST2;                                                                00000640
52               SET FRYTEST3;                                                             00000650
53               BY STUID;                                                                 00000660
54               IF FIRST.STUID  THEN NUMFAIL = 0;                                         00000670
55               IF FAILPASS = 0  THEN NUMFAIL + 1;                                        00000680
56               IF LAST.STUID     THEN OUTPUT;                                            00000690
57                                                                                         00000700

NOTE: DATA SET USER010.FRYTEST2 HAS 1442 OBSERVATIONS AND 8 VARIABLES. 150 OBS/TRK.
NOTE: THE DATA STATEMENT USED 8.36 SECONDS AND 306K.

58           DATA FRYTEST2;                                                                00000710
59               SET FRYTEST2;                                                             00000720
60               GROUP = '1234567';                                                        00000730
61               GROUP = '4ALL';                                                           00000740
62               KEEP STUID  GRADE87  GROUP  NUMFAIL;                                      00000750
63               OUTPUT;                                                                   00000760
64               IF T7STAT = 1   THEN DO;                                                  00000770
65                   GROUP = '1TITLE7';                                                    00000780
66                   OUTPUT;                                                               00000790
67                   GO TO ENDIT;                                                          00000800
68                   END;                                                                  00000810
69               IF CHISTAT = 1  THEN DO;                                                  00000820
70                   GROUP = '2CH1';                                                       00000830
71                   OUTPUT;                                                               00000840
72                   END;                                                                  00000850
73               IF ETHNIC = 4   THEN DO;                                                  00000860
74                   GROUP = '3HISP';                                                      00000870
75                   OUTPUT;                                                               00000880
76                   END;                                                                  00000890
77             ENDIT:                                                                      00000900
78                                                                                         00000910

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      73:8

NOTE: DATA SET USER010.FRYTEST2 HAS 1944 OBSERVATIONS AND 4 VARIABLES. 274 OBS/TRK.
NOTE: THE DATA STATEMENT USED 7.84 SECONDS AND 306K.

79           PROC TABULATE  F=8;                                                           00000920
80               CLASS  GROUP  GRADE87  NUMFAIL;                                           00000930
81               TABLES  GROUP,                                                            00000940

82                        NUMFAIL*(N   PCTN<NUMFAIL  ALL>='PERCENT'*F=8.1) ALL   /         00000950
83                       MISSTEXT = ' '   RTSPACE = 20;                                    00000960
84                                                                                         00000970
84               KEYLABEL  ALL = 'TOTAL';                                                  00000970
85                                                                                         00000980
```

APPENDIX B
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Attachment B-13
(Page 2 of 6)

AUSTIN INDEPENDENT SCHOOL DISTRICT SA-JF082 0601 5
OFFICE OF RESEARCH AND EVALUATION X
12:16 FRIDAY, JULY 3, 1987

TITLE VII FOLLOWUP - SAS DSN = FRYTITL7
READ SGR DOWN LOADED TAPE FILE TO GET COURSES AND PASS OR FAIL
THEN DO PROC TABULATES

7 OR MORE ENROLLED

86.22

GROUP 1TITLE7

	FAILPASS				TOTAL
	0		1		
	N	PERCENT	N	PERCENT	N
COURSE					
0118 RECORDKEEPING IB			7	100.0	7
1032 ENGLISH IIIB	3	20.0	12	80.0	15
1042 ENGLISH IVB	3	33.3	6	66.7	9
1049 ENGLISH IVB ACADEMIC			18	100.0	18
~~1112 CLA IB~~	~~5~~	~~50.0~~	~~5~~	~~50.0~~	~~10~~
1132 CLA IIIB	2	15.4	11	84.6	13
2828 FOODS & NUTRITION			9	100.0	9
2831 FAMILY LIVING	3	37.5	5	62.5	8
3222 INFORMAL GEOMETRY IB	3	42.9	4	57.1	7
4002 INTRO TO BIOLOGY IB	4	40.0	6	60.0	10
4322 CHEMISTRY IB	1	12.5	7	87.5	8
4732 U.S. HISTORY IB	12	35.3	22	64.7	34
4841 US. GOVERNMENT	2	7.1	26	92.9	28
4931 SOCIOLOGY			7	100.0	7
4933 ADVANCED SOC. STUDIES	3	25.0	9	75.0	12
6931 HEALTH	5	38.5	8	61.5	13
8136 VOE COOP TRAINING IB	1	10.0	9	90.0	10
TOTAL	~~47~~	21.6	~~171~~	78.4	218
	42	20.2	166	79.8	208

Attachment B-13
(Page 3 of 6)

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AUSTIN INDEPENDENT SCHOOL DISTRICT                   SA-JF082 0601                        6
OFFICE OF RESEARCH AND EVALUATION                                X
                                                                   12:16 FRIDAY, JULY 3, 1987
            TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
   READ SGR DOWN LOADED TAPE FILE TO GET COURSES AND PASS OR FAIL
                      THEN DO PROC TABULATES

GROUP 2CH1
-----------------------------------------------------------------------
|                    |              FAILPASS               |          |
|                    |-------------------------------------|          |
|                    |        0         |        1         |  TOTAL   |
|                    |------------------+------------------+----------|
|                    |   N    |PERCENT  |   N    |PERCENT  |    N     |
|--------------------+--------+---------+--------+---------+----------|
|COURSE              |        |         |        |         |          |
|--------------------|        |         |        |         |          |
|0118                |        |         |       3|   100.0|          3|
|--------------------+--------+---------+--------+---------+----------|
|1032                |       2|     10.5|      17|    89.5|         19|
|--------------------+--------+---------+--------+---------+----------|
|1042                |       1|     12.5|       7|    87.5|          8|
|--------------------+--------+---------+--------+---------+----------|
|1049                |       2|     11.1|      16|    88.9|         18|
|--------------------+--------+---------+--------+---------+----------|
|1132                |       2|     11.8|      15|    88.2|         17|
|--------------------+--------+---------+--------+---------+----------|
|2828                |        |         |      18|   100.0|         18|
|--------------------+--------+---------+--------+---------+----------|
|2831                |       1|     11.1|       8|    88.9|          9|
|--------------------+--------+---------+--------+---------+----------|
|3222                |       1|     20.0|       4|    80.0|          5|
|--------------------+--------+---------+--------+---------+----------|
|4002                |       3|     25.0|       9|    75.0|         12|
|--------------------+--------+---------+--------+---------+----------|
|4322                |       1|     20.0|       4|    80.0|          5|
|--------------------+--------+---------+--------+---------+----------|
|4732                |       8|     25.0|      24|    75.0|         32|
|--------------------+--------+---------+--------+---------+----------|
|4841                |       5|     17.2|      24|    82.8|         29|
|--------------------+--------+---------+--------+---------+----------|
|4931                |        |         |       4|   100.0|          4|
|--------------------+--------+---------+--------+---------+----------|
|4933                |       1|      5.6|      17|    94.4|         18|
|--------------------+--------+---------+--------+---------+----------|
|6931                |       8|     34.8|      15|    65.2|         23|
|--------------------+--------+---------+--------+---------+----------|
|8136                |        |         |       8|   100.0|          8|
|--------------------+--------+---------+--------+---------+----------|
|TOTAL               |      35|     15.4|     193|    84.6|        228|
-----------------------------------------------------------------------
```

86.22

TITLE VII FOLLOWUP - SAS DSN = FRYTITL7
READ SGR DOWN LOADED TAPE FILE TO GET COURSES AND PASS OR FAIL
THEN DO PROC TABULATES

GROUP 3HISP

	FAILPASS				
	0		1		TOTAL
	N	PERCENT	N	PERCENT	N
COURSE					
0118	1	20.0	4	80.0	5
1032	10	22.7	34	77.3	44
1042	1	4.5	21	95.5	22
1049	11	15.1	62	84.9	73
~~1112~~	~~2~~	~~50.0~~	~~2~~	~~50.0~~	~~4~~
1132	1	6.3	15	93.8	16
2828	2	8.7	21	91.3	23
2831	1	6.3	15	93.8	16
3222	2	33.3	4	66.7	6
4002	3	27.3	8	72.7	11
4322 ✓	1	✓11.1	8	88.9	9
4732	12	24.5	37	75.5	49
4841 ✓	9	✓ 11.5	69	88.5	78
4931	1	8.3	11	91.7	12
4933	1	3.3	29	96.7	30
6931	8	24.2	25	75.8	33
8136			16	100.0	16
TOTAL	66	14.8	381	85.2	447
	64	14.5	377	[illegible]	445

Attachment B-13
(Page 5 of 6)

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AUSTIN INDEPENDENT SCHOOL DISTRICT                SA-JF082 0601                  8
OFFICE OF RESEARCH AND EVALUATION                             X
                                                                  12:16 FRIDAY, JULY 3, 1987
          TITLE VII FOLLOWUP  -  SAS DSN = FRYTITL7
   READ SGR DOWN LOADED TAPE FILE TO GET COURSES AND PASS OR FAIL
                   THEN DO PROC TABULATES

GROUP 4ALL
---------------------------------------------------------------------------------
|                          |                FAILPASS                  |          |
|                          |------------------------------------------|          |
|                          |         0           |         1          |  TOTAL   |
|                          |---------------------+--------------------+----------|
|                          |    N     |PERCENT   |    N    |PERCENT   |    N     |
|--------------------------+----------+----------+---------+----------+----------|
|COURSE                    |          |          |         |          |          |
|--------------------------|          |          |         |          |          |
|0118                      |         1|       4.0|       24|      96.0|        25|
|--------------------------+----------+----------+---------+----------+----------|
|1032                      |        35|      21.9|      125|      78.1|       160|
|--------------------------+----------+----------+---------+----------+----------|
|1042                      |         7|       7.3|       89|      92.7|        96|
|--------------------------+----------+----------+---------+----------+----------|
|1049                      |        45|       7.8|      529|      92.2|       574|
|--------------------------+----------+----------+---------+----------+----------|
|1112                      |         8|      50.0|        8|      50.0|        16|
|--------------------------+----------+----------+---------+----------+----------|
|1132                      |         9|      17.6|       42|      82.4|        51|
|--------------------------+----------+----------+---------+----------+----------|
|2828                      |         2|       1.9|      106|      98.1|       108|
|--------------------------+----------+----------+---------+----------+----------|
|2831                      |        10|      10.0|       90|      90.0|       100|
|--------------------------+----------+----------+---------+----------+----------|
|3222                      |         5|      20.8|       19|      79.2|        24|
|--------------------------+----------+----------+---------+----------+----------|
|4002                      |        12|      28.6|       30|      71.4|        42|
|--------------------------+----------+----------+---------+----------+----------|
|4322                      |         5|       7.1|       65|      92.9|        70|
|--------------------------+----------+----------+---------+----------+----------|
|4732                      |[illegible]|      27.6|      139|      72.4|       192|
|--------------------------+----------+----------+---------+----------+----------|
|4841                      |        27|       5.9|      428|      94.1|       455|
|--------------------------+----------+----------+---------+----------+----------|
|4931                      |         3|       3.7|       79|      96.3|        82|
|--------------------------+----------+----------+---------+----------+----------|
|4933                      |         8|       4.4|      173|      95.6|       181|
|--------------------------+----------+----------+---------+----------+----------|
|6931                      |        27|      12.6|      188|      87.4|       215|
|--------------------------+----------+----------+---------+----------+----------|
|8136                      |         2|       3.0|       64|      97.0|        66|
|--------------------------+----------+----------+---------+----------+----------|
|TOTAL                     |       259|      10.5|     2198|      89.5|      2457|
---------------------------------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 31.80 SECONDS AND 596K AND PRINTED PAGES 5 TO 8.

123          PROC TABULATE  F=8;                                          00001360
124              CLASS  GROUP          FAILPASS;                          00001370
125              TABLES  GROUP,                                           00001380

126                      FAILPASS*(N   PCTN<FAILPASS ALL>='PERCENT'*F=8.1) ALL   /   00001390
127                      MISSTEXT = ' '   RTSPACE = 20;                   00001400
```

BILINGUAL/ESL PROGRAMS

Appendix C

PRUEBA DE LECTURA

PRUEBA DE LECTURA

Purpose

The Prueba de Lectura (PDL) is designed to measure level and speed of reading comprehension and vocabulary in Spanish. This test is administered to determine if Spanish-dominant students are making significant gains in Spanish Reading and to provide information to answer the following decision and evaluation questions.

> **Decision Question D1:** Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?
>
> > **Evaluation Question D1-9:** What are the mean raw scores and one-year gains of Spanish-dominant students in Spanish Reading (grades 2 and 4)? Compared to last year's group?

Procedures

A decision was made to test all grades (2-6) as in the past rather than just two and four to maintain the longitudinal data base. If Spanish TEAMS continues at grade 3, this decision may be revised in the future. Spanish-dominant LEP students in grades 2-6 were administered the PDL during the last week of March and the first week of April. All Spanish-dominant LEP students in grades 2-6 were administered the PDL (Level 2, Form B) except those absent on the days of test administration. This year we also tested eight first graders for the AIM High program. Their scores were not included in our results since we don't normally test first graders and local norms are not available for this group.

During the first week of February, 1987, the principals were sent a memo telling them about the test, and informing them that they would be contacted to schedule the testing at their school (see Attachment C-1). Attached to the memo was a printout listing the students that would take the test. A space was provided in which teachers were asked to supply information as to whether or not any of these students received only English-as-a-Second Language (ESL) and no Spanish Reading instruction (see Attacnment C-2). The last week in February, the principal or LPAC coordinator was contacted to schedule the testing. They were asked to find a space large enough to accommodate the number of students being tested at their school. On March 9, 1987, the principal and LPAC coordinator were sent a memorandum reminding them of the scheduled time (see Attachment C-3). Throughout the scheduling process, principals and LPAC coordinators were asked to please inform the teachers of the students to be tested of the testing schedule. Last year there was a problem at a few schools with teachers not being informed of the testing until the day of testing.

Steps in Test Administration

Four bilingual testers were hired to administer the PDL Spanish Reading exam. They were given training on how to administer the test and a list of the schools and time schedules for such. Testers were assigned two schools per day (at 8:30 and 10:30 a.m.). A list of names of students to be tested along with gummed labels for each student to place on their test booklet was provided. The labels contained identification information -- name, grade, ID number, name and number of the school, season, year, and the following test information: Prueba de Lectura, Level 2, Form B. The testers arrived at each school 15-30 minutes before the test in order to ensure that a testing room with sufficient chairs and tables was provided, and to assist in the rounding up of students (e.g., types of rooms). A tester and monitor were sent if 20 or more students were being tested. On occasion, a monitor was not available or the space provided was not large enough, in these cases, the testers tested in two short sessions rather than one.

Test directions were given to the students in Spanish. They were told that the exam consisted of three parts (level of comprehension, speed of comprehension, and vocabulary) and, that they would not receive a school grade. Students were told the time limits; 10 minutes were allotted for the first part, 5 minutes for the second and 8 minutes for the third.

At the end of the day, each tester was responsible for grading their own tests. Once the tests were graded, they were passed on to one of the other testers for rechecking. This was done to avoid grading errors. Once all the grading was completed, the scores and other key information were keypunched by the Austin Independent School District Data Services (see Attachment C-4) and the results run by the District Priorities Data Analyst.

After the testing, the principals of the schools tested were provided with a memo, handouts on interpreting test scores, and printouts by teacher of the students' percentile scores (see Attachment C-5). The principals were asked to give each teacher addressed a printout and an interpretation sheet. Teachers receiving the printouts were asked to share the results with any other teachers who provided bilingual service to these students.

Results

Evaluation Question D1-9: What are the mean raw scores and one-year gains of Spanish-dominant students in Spanish Reading? Compared to last year's group?

What do the scores mean?

The scores reported are the raw scores on each subtest and the total raw score, which has a maximum of 110. Also reported is the percentile rank corresponding to the total raw score. The percentile norms were developed based on the scores of AISD Spanish dominant limited-English-proficient category A and B students in 1982-85, and so enabled comparison with other Spanish dominant LEP A and B students in the same grade.

For example, if a second grader achieves a percentile rank of 80, this means he or she scored better than 80% of those LEP A and B students tested in second grade in AISD between 1982-85.

One note of caution is that AISD uses the same forms for grades 2-6. The test manual indicates that those in the higher elementary grades should really be tested with a higher level of the test. The test publisher indicated the lower level may be appropriate for A and B dominance students, but a change should be considered if practical. An important consideration in making this decision is that the higher level of test would take 18 more minutes to administer and would have 15 more questions. Two testers would be needed per school since different times and directions would be used. This would be both costly and time consuming. This year, two testers were sent only for group over 20. Had we used the higher level this year, 261 of the 603 students tested would have used the higher level.

If we compare all students tested each year (e.g., all 1986 second graders to all 1987 second graders, etc.), we find small differences in the scores (see Figure C-1).

- At grades 2, 3, 4, and 5, students scored slightly higher in 1986-87 than in 1985-86.
- At grade 6, they scored slightly lower in 1986-87 than in 1985-86.

	GRADE									
	2	N	3	N	4	N	5	N	6	N
1986	51.7	163	60.4	120	66.8	77	72.5	60	79.8	52
1987	54.4	196	60.9	138	69.5	114	74.1	84	78.9	63

Figure C-1. COMPARISON OF PDL SCORES BETWEEN SPRING, 1986 AND 1987 BY GRADE LEVEL.

As Figure C-2 below illustrates, comparison of the PDL performance of those students' tested in both 1986 and 1987 indicates considerable growth occurred at all grade levels. The most growth occurred for those students who moved from second to third grade (12.2 points). The least growth occurred for those moving from fifth to sixth grade (6.2 points). To some extent, this may reflect students "topping out" on this test at sixth grade (maximum score 110) or greater English instruction to A and B students at the upper elementary as opposed to the lower elementary grades. Some students labeled A and B may also have old test scores -- their dominance may have actually changed. A similar pattern was evident last year.

	GRADE			
	2-3	3-4	4-5	5-6
1986	51.0	62.6	68.2	73.7
1987	63.2	70.7	75.5	79.9
GAIN	12.2	8.1	7.3	6.2
N	91	70	39	35

Figure C-2. TRACKING BY GRADE OF SPANISH DOMINANT LEP STUDENTS FROM ONE GRADE LEVEL TO THE NEXT USING PDL SCORES.

Based on the information we got on whether the students being tested were getting only ESL instruction or Spanish Reading instruction, a comparison was made between the two groups. We found that:

- At grades 2, 3, and 6, the students taking Spanish Reading scored higher than those in ESL instruction only.
- Surprisingly, ESL students in grades 4 and 5 scored slightly higher than those taking Spanish Reading.

	2	N	3	N	4	N	5	N	6	N
ESL Only	40.1	7	51.1	12	71.4	15	79.3	7	73.7	6
Spanish Reading	54.9	189	61.8	126	69.2	99	73.7	77	79.4	57

Figure C-3. COMPARISON OF PDL SCORES BETWEEN STUDENTS RECEIVING ESL INSTRUCTION ONLY AND THOSE RECEIVING SPANISH READING.

A similar pattern was found two years ago. Given the small number of students given only ESL instruction, significance tests were not run. It is unlikely any differences would be statistically significant (none were 2 years ago).

The Construction of Local Norms

Norms were constructed from Prueba de Lectura results for AISD Spanish-dominant students. The norm table is for those students who received Spanish Reading instruction. To obtain these norms, data from 1981 through 1985 were combined. To determine the percentile rank for each score within that grade level the raw score for each student was used along with the frequency of its occurrence within each grade level. The norm table is reported in Attachment C-6.

Attachment C-1

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation
February 20, 1987

TO: Principals

Belinda Olivarez Turner

FROM: Belinda Olivarez Turner

SUBJECT: Spanish Reading Test

During the week of February 23, I will be contacting you to schedule the administration of the Prueba de Lectura (Spanish Reading Test) which will be given during the last two weeks in March (March 23 - April 3, 1987). The data collected will give teachers information on individual students and will meet LEP evaluation needs.

The following points summarize this testing effort:

1. Students to be tested are the Spanish-dominant (LEP A and B) students in grades 2-6. If you have low "C" students who you believe need to be tested because of their limited English ability, let us know ahead of time. Our test supply is limited.

2. Enclosed is a list of the students at your school who are scheduled to be tested. **Please route this list and a copy of this memo (attached) to your bilingual/ESL teachers with A and B students.**

3. We will schedule a testing time during the two-week period that is convenient to you. We will be at your school approximately two hours in the morning; but students will only be out of class one hour.

4. Please make sure there is a testing area available.

5. Please indicate if any of these students receive **only** English as a Second Language (ESL) (and no Spanish reading instruction). Record this information in the space provided on the enclosed list. The test administrator from ORE will pick up the list on the test day. Thus, this information needs to be collected prior to the day of testing.

Please feel free to call me at 458-1227 if you have any questions about this procedure.

BOT:lg
Attachment
cc: LPAC Coordinator
Carmen Gamboa
María Ramírez
Bilingual Coordinators
Bilingual/ESL teachers

Approved: ____________________
Director
Department of Management Information

Approved: LaVonne Rogers
Assistant Superintendent for Elementary Education

#12 pdlmemos

SCHOOL: ST. ELMO ELEMENTARY (136) STUDENTS TO BE TESTED WITH PRUEBA DE LECTURA LE-POLHR 0101 02/23/87

```
+++++++++++++++++++++++++++++++++++++++++++++
+          CONFIDENTIAL INFORMATION         +
+    +      +      +      +      +      +    +
+ FOR USE BY AISD PROFESSIONAL STAFF ONLY  +
+++++++++++++++++++++++++++++++++++++++++++++
```

86.22

NOTES : PLEASE HAVE THIS PRINTOUT COMPLETED FOR
ONE TESTER, WILL PICK UP ON TEST DAY.

DOMINANCE : A - SPANISH MONOLINGUAL
B - SPANISH DOMINANT

STUDENT ID	STUDENT NAME	GRADE	DOM	PAL SCORES ENG	PAL SCORES SPAN	IDEA SCORES ENG	IDEA SCORES SPAN	PLEASE CHECK ONLY IF CHILD GETS ESL INSTRUCTION AND NO SPANISH READING INSTRUCTION
[redacted]	[redacted]	2	A	0.0	22.0			________
[redacted]	[redacted]	2	A	0.0	99.0			________
[redacted]	[redacted]	2	A	0.0	9.0			________
[redacted]	[redacted]	2	B	71.0	94.0			________
[redacted]	[redacted]	2	A	0.0	93.0			________
[redacted]	[redacted]	2	B	0.0	0.0	LESC	FSSE	________
[redacted]	[redacted]	2	B	0.0	0.0	LESD	FSSE	________
[redacted]	[redacted]	3	A	0.0	82.5			________
[redacted]	[redacted]	3	A	0.0	90.0			________
[redacted]	[redacted]	3	A	0.0	96.0			________
[redacted]	[redacted]	3	A	0.0	0.0	NESA	FSSM	________
[redacted]	[redacted]	3	A	0.0	0.0	NESA	FSSF	________
[redacted]	[redacted]	3	AL	0.0	0.0	NESA	LSSD	________
[redacted]	[redacted]	4	B	0.0	93.0			________
[redacted]	[redacted]	4	B	44.0	85.5			________
[redacted]	[redacted]	4	A	0.0	91.0			________

APPENDIX C
7

Attachment C-2

Attachment C-3

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

March 9, 1987

TO: Principal and LPAC Coordinator

FROM: Belinda Olivarez Turner B.O.T.

SUBJECT: Prueba de Lectura (Spanish Reading Test)

This is to remind you that a tester from our office will be at your school on ______________________ at ____________________ a.m. to administer the Prueba de Lectura to LEP A and B students in grades 2-6.

Please let the teachers involved know when we are coming. If you have any further questions, give me a call at 458-1228.

BOT:lg

APPROVED: ______________________________
Assistant Director
Management Information

#24testmemo

86.22

FILE ID A / W / C

CARD FILE LAYOUT

LOCATION:

Page____of____

PROGRAM: Prueba de Lectura

____AISD________

YEAR: 86-87

____UT PF____, ____, ________
acct. pass. file name

CONTENTS:

Field	Columns	Description
	1-3	School Number
	4-27	Student's Name (Last space First)
	28-34	Student's Identification Number
	35-36	Grade
	37-39	Total Scores
	40-41	Part I Scores
	42-43	Part II Scores
	44-45	Part III Scores
	46-49	0 = 0 marked on test 1 = 1 marked on test.
	50-51	Year tested "87" (Dups)
	52-54	File ID.
		0 = ESL Only 1 = Spanish Reading

APPENDIX C
9

Attachment C-4

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

April 13, 1987

TO: LPAC Coordinators

Belinda Olivarez Turner
FROM: Belinda Olivarez Turner

SUBJECT: Prueba de Lectura - Spanish Reading Test Results

Thank you for your assistance with this year's scheduling and administration of the Prueba de Lectura (Spanish reading test). Your help was greatly appreciated.

Attached are printouts with scores to be given to those teachers whose names appear on the top of each printout. These teachers should also receive a copy of the sheet explaining the interpretation of the Prueba de Lectura scores (enclosed).

Labels with the scores from the Prueba de Lectura are provided. These are to be placed on each student's LEP Data Measurement Card.

If you have any questions please feel free to call me 458-1227.

BOT:lg
Attachment

cc: Principals
Oscar Cantu
Carmen Gamboa

APPROVED: D.D.
Executive Director
Department of Management Information

APPROVED: LaVonne Rogers
Assistant Superintendent of Elementary Education

#16 prueba

86.22 INTERPRETATION OF PRUEBA DE LECTURA SCORES

What is the Prueba de Lectura?

The Prueba de Lectura is a set of Spanish reading tests. Level 2, which is administered in grades 2-6, consists of three subtests: Level of Comprehension, Speed of Comprehension, and Vocabulary. The sum of the scores on the three subtests is the Total Reading score.

The tests are multiple choice. General directions are read to the students but all items are administered in written form. In the Level of Comprehension and Speed of Comprehension tests, the child chooses a drawing which best matches a phrase, sentence, or paragraph. In the Vocabulary test, the child chooses a word suggested by a drawing. The Level of Comprehension test and Vocabulary test each has 40 items, while the Speed of Comprehension test has 30, for a total of 110 items.

Why is it given?

The Prueba de Lectura provides a measure of grade 2-6 Spanish-dominant students' reading achievement in Spanish. Principals, teachers, and bilingual coordinators are given this information. In addition, summaries of districtwide performance are prepared.

What do the scores mean?

The scores reported are the raw scores on each subtest and the total raw score, which has a maximum of 110. Also reported is the percentile rank corresponding to the total raw score. The percentile norms were developed based on the scores of AISD Spanish dominant Limited English Proficient category A and B students in 1982-85, and so enable comparison with other Spanish dominant LEP A and B students in the same grade.

For example, if a second grader achieves a percentile rank of 80, this means he or she scored better than 80% of those LEP A and B students tested in second grade between 1982-85.

AUSTIN INDEPENDENT SCHOOL DISTRICT - OFFICE OF RESEARCH AND EVALUATION
PRUEBA DE LECTURA (SPANISH READING TEST) SCORES
** CONFIDENTIAL INFORMATION - FOR AISD PROFESSIONAL USE ONLY **

SCHOOL : [redacted]

TEACHER : [redacted]

PLEASE SHARE THESE RESULTS WITH OTHER TEACHERS WHO MAY PROVIDE BILINGUAL INSTRUCTION TO THESE STUDENTS.

ID	NAME	GRADE	COMPREHENSION LEVEL	COMPREHENSION SPEED	VOCABULARY	TOTAL RAW SCORE	PERCENTILE (LOCAL NORM)
[redacted]	[redacted]	2	12	7	24	43	31
[redacted]	[redacted]	2	22	6	36	64	86
[redacted]	[redacted]	2	13	6	32	51	47
[redacted]	[redacted]	2	22	6	32	60	74
[redacted]	[redacted]	2	22	6	7	35	21
[redacted]	[redacted]	2	20	7	32	55	72
[redacted]	[redacted]	2	19	10	29	58	69
[redacted]	[redacted]	2	16	8	30	54	57

PRUEBA DE LECTURA

Local AISD Norm Table (June 1985)
Students with Spanish Reading Instruction
Percentile Rank to Number - Correct Score

GRADE

%ile Rank	2	3	4	5	6	%ile Rank
99	78	93	94	97		99
98	74	92	91	96	100	98
97	72	81	90	94		97
96	70				99	96
95	69	80	88	93		95
94		79	87	92		94
93	68				97	93
92	67	78	86	91	96	92
91			85	89		91
90	66		84			90
89		77	83			89
88	65			88	94	88
87			82	87	93	87
86	64	76				86
85				86	92	85
84	63	75		85		84
83			81			83
82	62				91	82
81		74	80	84		81
80						80
79						79
78		73	79	83	90	78
77	61				89	77
76				82		76
75		72	78			75
74	60					74
73		71				73
72	59					72
71		70	77			71
70				81	88	70
69	58					69
68				80	87	68
67	57	69	76			67
66				79	86	66
65			75			65
64	56	68				64
63			74			63
62				78	85	62
61		67		77		61
60			73		84	60
59	55					59
58		66		76		58
57	54		72			57
56					83	56
55			71			55
54		65		75		54
53	53					53
52			70		81	52
51						51
50	52	64	69	74		50

GRADE

%ile Rank	2	3	4	5	6	%ile Rank
49					80	49
48				73		48
47	51	63			79	47
46			68		78	46
45				72		45
44						44
43	50		67		77	43
42		62	66			42
41				71		41
40	49		65			40
39	48	61				39
38				70	76	38
37	47	60				37
36			64			36
35	46					35
34	45			69	74	34
33		58				33
32	44	57			73	32
31	43		63		72	31
30					71	30
29	42	56			70	29
28		55	62	68		28
27	40	54				27
26						26
25	39	53	61	66	68	25
24	38			65	67	24
23		52	59	63		23
22	36			62	66	22
21	35	50	57		65	21
20				60	64	20
19	34		55		62	19
18	33	48		59		18
17	32	47	54			17
16		45	53	58		16
15	31	44	48	56	61	15
14		43	46	54		14
13	30		45	53	60	13
12	29	41	42			12
11	28					11
10	27		41	51	57	10
9	26	39	38			9
8	25	37	36	50	52	8
7	24	33	35	48	50	7
6	23	30	34	44	47	6
5	21	28	30	42	44	5
4	20	27	28		30	4
3	19	20	24	40	28	3
2	18	14	23	33	24	2
1	15	9	21	32	11	1

86.22

BILINGUAL/ESL PROGRAMS

Appendix D

TRANSFER FILE

Transfer File

Purpose

The purpose of this section is to provide information to answer the following decision and evaluation questions.

Decision Question D2: Should staffing be changed or increased to better meet the needs of LEP students?

Evaluation Question D2-8: How many students had to be transferred to receive bilingual/ESL service? By school (sending and receiving)? Where are the gaps in coverage (by grade, school)? Are there ways to improve the way teacher and student transfers are handled?

Procedure

Transfer Numbers

The District Priorities data analyst worked with the person in the Department of Student Records and Reports for the District who is in charge of the District's transfer file and produced a list of the bilingual transfers as of February by:

- Requested school - school that the student is requesting to attend,
- Sending school - school that the student is transferring from, and
- Receiving school - school that the student transferred to.

A second count was done at the end of the year in which bilingual transfers were calculated by grade and language group. The intent was to see what group and what grade level had the most transfers.

Gaps in Coverage

Gaps in coverage of bilingual instruction were looked at in several different ways:

- How many pre-K through 6 schools had LEP students at the different grade levels, but no teacher to serve them?
- How many schools did not have a bilingual, ESL, or ESL-Austin teacher at the different grade levels, regardless of whether they had LEP students or not?
- Which schools had a bilingually endorsed teacher at every grade served?

The data analyst generated a printout in March, 1987 which listed active LEP students by dominance, parent denials, and transfers. It also included the number of bilingual, ESL, or ESL-Austin endorsed teachers by school.

The number of bilingual student transfers and gaps in service provide some valuable information for this year; however, they also provide data that can be compared to bilingual service next year under the new boundary plan.

Results

Evaluation Question D2-8: How many students had to be transferred to receive bilingual/ESL service? By school (sending and receiving)? Where are the gaps in coverage (by grade, school)? Are there ways to improve the way teacher and student transfers are handled?

Bilingual Transfers

As of February, 1987, there had been 349 transfers for the purpose of receiving bilingual/ESL service (see Attachment D-1).

The schools receiving the most transfers were:

Murchison	111	Travis	22
Wooten	35	Webb	13
Walnut Creek	30	Sanchez	12
Metz	23		

The schools which had the most students transfer out because they couldn't provide service were:

Fulmore	26	Pearce	12
Bryker Woods	19	Martin	12
Wooten	18	Kealing	10
O. Henry	18	Lamar	10
Wooldridge	15	Campbell	10
Oak Springs	14	Reilly	10
Harris	13		

When the calculation of transfer numbers was done again at the end of the year, the number had decreased from 349 to 274. An intermediate count was done in March which was 307. Some reasons for the decrease occurring is that a transfer is cancelled if a student leaves the District or if a student moves to the area of the school he/she is attending. Attachment D-2 shows the end of the year transfer numbers, along with the transfer counts by grade and language group.

The largest number of transfers occurred at grades 7 and 8 for Hispanic LEP students. Most of the transfers were to Murchison Junior High for the purpose of receiving bilingual education.

A comparison of this year's number of transfers to next year's will be done to see how much of an impact the new boundary assignments will have on transfers.

Gaps in Coverage

We looked at gaps in service in several ways. The major reason that bilingual transfers occur is that there is no bilingual service available to LEP students.

How many pre-K-6 schools had LEP students at the different grade levels but no teacher to serve them?

Figure D-1

Grade	Number of Schools w/grade	Number	Percent With Gap
Pre-K	31	5	16.1%
K	61	4	6.6%
1	49	3	6.1%
2	49	2	4.1%
3	49	4	8.2%
4	46	4	8.7%
5	43	3	7.0%
6	43	4	9.3%

The number of pre-K to six schools which had LEP students this year at any time but no bilingual or ESL teacher to serve them at their grade level was checked by grade in March. Students had the option to be transferred to another school or decline the service. It was found that:

- There were 29 cases in which there were LEP students and no one to serve them at that particular grade.
- The number of cases ranged from two at grade 2 to five at pre-K.
- In order to receive bilingual or ESL service, 183 students were transferred.

Transfers at the secondary level were also checked. At the junior high level, there were 91 bilingual transfers (mostly to Murchison for the TBE program). At the senior high level, 33 students were transferred (mostly to Travis). Transfer numbers are slightly lower than in February. A possible reason is that some students had already left the district.

How many schools did not have a bilingual, ESL, or ESL-Austin teacher at the different grade levels, regardless of whether they had LEP students or not?

Figure D-2

	# of Schools With Grade	No Bilingual		No ESL		No ESL-Austin		No BIL or ESL or ESL-Austin	
		N	%	N	%	N	%	N	%
Pre-K	31	3	9.7%	15	48.4%	15	48.4%	12	38.7%
K	61	14	23.0%	46	75.4%	22	36.1%	4	6.6%
1	49	10	20.4%	32	65.3%	12	24.5%	3	6.1%
2	49	8	16.3%	34	69.4%	13	26.5%	3	6.1%
3	49	13	26.5%	38	77.6%	11	22.4%	6	12.2%
4	46	12	26.1%	38	82.6%	11	23.9%	6	13.0%
5	43	15	34.9%	36	83.7%	6	14.0%	4	9.3%
6	43	17	39.5%	33	76.7%	11	25.6%	6	14.0%

- There were 44 cases in which there were no bilingually or ESL or ESL-Austin endorsed teacher available to serve LEP students if needed.
- At each individual grade level (pre-K to 6), the number of cases ranged from three to 12.
- Except at pre-K, the percentage of cases with no bilingual or ESL teacher at a grade ranged from 6-14% and was higher at the intermediate than primary grades.

How many elementary schools were fully staffed with a bilingual teacher at every grade level.

In 1986-87, there were 17 schools that were fully staffed at every grade level served. These schools included:

Allan
Allison
Becker
Blanton
Brooke
Cunningham
Dawson
Govalle
Houston
Langford
Linder
Metz
Odom
Pecan Springs
Pillow
Sanchez
Webb

It is important to look at the staffing of schools for the purpose of providing bilingual instruction so that we can compare this year's staffing to next year's. With the new boundary assignments, plans for next year are to have the 16 priority schools fully staffed to provide bilingual service and have some designated cluster centers around the city where LEP students can transfer if their home school cannot provide them with service. See Attachment D-4 for complete information.

Ways To Improve Transfers of Students and Teachers

On the spring District survey, elementary administrators were asked to describe the biggest problem with transferring LEP students to other campuses rather than ways to improve the transfer process.

The problem mentioned most often is that there are schools not willing to develop a program to accommodate these students so the burden falls on those who do. For a complete list of comments, see Attachment D-3.

Administrators were not asked about problems with transfers of teachers.

However, based on Personnel and central bilingual staff reports some of the problems with teacher transfers are that:

- There may not be a teaching slot for teachers in schools where they are needed, or
- Often teachers' preferences for where they want to teach is often not where the need is.

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APPENDIX D
6

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AUSTIN INDEPENDENT SCHOOL DISTRICT          BILINGUAL TRANSFER                    7
OFFICE OF RESEARCH AND EVALUATION              SA-JF058 0201
                                                    15:59 MONDAY, FEBRUARY 16, 1987
                                 YEAR=7

          REQSCH   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

          007             22        22     6.304        6.304
          009              7        29     2.006        8.309
          052            111       140    31.805       40.115
          102              5       145     1.433       41.547
          104              3       148     0.860       42.407
          105              6       154     1.719       44.126
          108              5       159     1.433       45.559
          109              2       161     0.573       46.132
          112              3       164     0.860       46.991
          113              5       169     1.433       48.424
          114              2       171     0.573       48.997
          116              8       179     2.292       51.289
          120              2       181     0.573       51.862
          123              1       182     0.287       52.149
          124             23       205     6.590       58.739
          125              8       213     2.292       61.032
          127             12       225     3.438       64.470
          129              5       230     1.433       65.903
          130              2       232     0.573       66.476
          133              3       235     0.860       67.335
          139              1       236     0.287       67.622
          141             30       266     8.596       76.218
          142              5       271     1.433       77.650
          144             35       306    10.029       87.679
          145              4       310     1.146       88.825
          146              2       312     0.573       89.398
          149              1       313     0.287       89.685
          151              6       319     1.719       91.404
          152              2       321     0.573       91.977
          156              2       323     0.573       92.550
          158              3       326     0.860       93.410
          159              5       331     1.433       94.842
          161              1       332     0.287       95.129
          167             13       345     3.725       98.854
          168              4       349     1.146      100.000
```

Attachment D-1
(Page 1 of 4)

86.22

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AUSTIN INDEPENDENT SCHOOL DISTRICT          BILINGUAL TRANSFER                          8
OFFICE OF RESEARCH AND EVALUATION                 SA-JF058 0201
                                                        15:59 MONDAY, FEBRUARY 16, 1987
                                  YEAR=7

            TOSCH   FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

            007            22        22      6.304        6.304
            009             7        29      2.006        8.309
            052           111       140     31.805       40.115
            102             5       145      1.433       41.547
            104             3       148      0.860       42.407
            105             6       154      1.719       44.126
            108             5       159      1.433       45.559
            109             2       161      0.573       46.132
            112             3       164      0.860       46.991
            113             5       169      1.433       48.424
            114             2       171      0.573       48.997
            116             8       179      2.292       51.289
            120             2       181      0.573       51.862
            123             1       182      0.287       52.149
            124            23       205      6.590       58.739
            125             8       213      2.292       61.032
            127            12       225      3.438       64.470
            129             5       230      1.433       65.903
            130             2       232      0.573       66.476
            133             3       235      0.860       67.335
            139             1       236      0.287       67.622
            141            30       266      8.596       76.218
            142             5       271      1.433       77.650
            144            35       306     10.029       87.679
            145             4       310      1.146       88.825
            146             2       312      0.573       89.398
            149             1       313      0.287       89.685
            151             6       319      1.719       91.404
            152             2       321      0.573       91.977
            156             2       323      0.573       92.550
            158             3       326      0.860       93.410
            159             5       331      1.433       94.842
            161             1       332      0.287       95.129
            167            13       345      3.725       98.854
            168             4       349      1.146      100.000
```

APPENDIX D
7

Attachment D-1
(Page 2 of 4)

86.22

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AUSTIN INDEPENDENT SCHOOL DISTRICT              BILINGUAL TRANSFER                        9
OFFICE OF RESEARCH AND EVALUATION                     SA-JF058 0201
                                                                 15:59 MONDAY, FEBRUARY 16, 1987
                                     YEAR=7

       FROMSCH  FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

       002              6         6     1.719        1.719
       003              4        10     1.146        2.865
       005              4        14     1.146        4.011
       006              3        17     0.860        4.871
       008              6        23     1.719        6.590
       010              6        29     1.719        8.309
       043             26        55     7.450       15.759
       044             10        65     2.865       18.625
       045             10        75     2.865       21.490
       046              5        80     1.433       22.923
       047             18        98     5.158       28.080
       048             12       110     3.438       31.519
       049              3       113     0.860       32.378
       051             12       125     3.438       35.817
       052              4       129     1.146       36.963
       054              5       134     1.433       38.395
       055              6       140     1.719       40.115
       102              1       141     0.287       40.401
       103              1       142     0.287       40.688
       104              2       144     0.573       41.261
       105              6       150     1.719       42.980
       106              2       152     0.573       43.553
       107              1       153     0.287       43.840
       108              1       154     0.287       44.126
       109              7       161     2.006       46.132
       110             19       180     5.444       51.576
       111             10       190     2.865       54.441
       112              2       192     0.573       55.014
       114              2       194     0.573       55.587
       116              9       203     2.579       58.166
       117              3       206     0.860       59.026
       118             13       219     3.725       62.751
       119              1       220     0.287       63.037
       120              3       223     0.860       63.897
       121              1       224     0.287       64.183
       125             14       238     4.011       68.195
       126              1       239     0.287       68.481
       128              3       242     0.860       69.341
       129              2       244     0.573       69.914
       130              4       248     1.146       71.060
       131              1       249     0.287       71.347
       132             10       259     2.865       74.212
       133              8       267     2.292       76.504
       135              6       273     1.719       78.223
       140              3       276     0.860       79.083
       141              1       277     0.287       79.370
       142              3       280     0.860       80.229
       144             18       298     5.158       85.387
       150              8       306     2.292       87.679
       151              1       307     0.287       87.966
       152             15       322     4.298       92.264
       155              2       324     0.573       92.837
       156              5       329     1.433       94.269
```

Attachment D-1
(Page 3 of 4)

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                                AUSTIN INDEPENDENT SCHOOL DISTRICT          BILINGUAL TRANSFER                             10
                                OFFICE OF RESEARCH AND EVALUATION                 SA-JF058 0201
                                                                                        15:59 MONDAY, FEBRLARY 16, 1987
                                                        YEAR=7

                                     FROMSCH    FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT
                                     157                2       331     0.573       94.842
                                     159                4       335     1.146       95.989
                                     161                9       344     2.579       98.567
                                     166                4       348     1.146       99.713
                                     170                1       349     0.287      100.000
NOTE: THE PROCEDURE FREQ USED 12.53 SECONDS AND 490K AND PRINTED PAGES 1 TO 10.

39         PROC DELETE DATA = FRYTRF1;                                             00000470

NOTE: THE PROCEDURE DELETE USED 1.72 SECONDS AND 380K.
NOTE: SAS USED 490K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C.  27511-8000
```

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APPENDIX D
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Attachment D-1
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AUSTIN INDEPENDENT SCHOOL DISTRICT            BILINGUAL TRANSFER                 1
OFFICE OF RESEARCH AND EVALUATION                  SA-JF058 0201
                                                        10:43 WEDNESDAY, JUNE 17, 1987

         REQSCH   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

         007          22         22       8.029        8.029
         009           7         29       2.555       10.584
         052          86        115      31.387       41.971
         102           4        119       1.460       43.431
         104           2        121       0.730       44.161
         105           4        125       1.460       45.620
         108           2        127       0.730       46.350
         109           2        129       0.730       47.080
         112           3        132       1.095       48.175
         113           1        133       0.365       48.540
         114           1        134       0.365       48.905
         116           6        140       2.190       51.095
         120           1        141       0.365       51.460
         124          20        161       7.299       58.759
         125           6        167       2.190       60.949
         127           9        176       3.285       64.234
         129           4        180       1.460       65.693
         130           1        181       0.365       66.058
         133           3        184       1.095       67.153
         141          26        210       9.489       76.642
         142           5        215       1.825       78.467
         144          28        243      10.219       88.686
         145           3        246       1.095       89.781
         146           1        247       0.365       90.146
         151           5        252       1.825       91.971
         156           2        254       0.730       92.701
         158           2        256       0.730       93.431
         159           5        261       1.825       95.255
         161           1        262       0.365       95.620
         167           8        270       2.920       98.540
         168           4        274       1.460      100.000
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APPENDIX D
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Attachment D-2
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AUSTIN INDEPENDENT SCHOOL DISTRICT           BILINGUAL TRANSFER                     2
OFFICE OF RESEARCH AND EVALUATION               SA-JF058 0201
                                                  10:43 WEDNESDAY, JUNE 17, 1987

         TOSCH   FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

         C07           22          22      8.029        8.029
         009            7          29      2.555       10.584
         052           86         115     31.387       41.971
         102            4         119      1.460       43.431
         104            2         121      0.730       44.161
         105            4         125      1.460       45.620
         108            2         127      0.730       46.350
         109            2         129      0.730       47.080
         112            3         132      1.095       48.175
         113            1         133      0.365       48.540
         114            1         134      0.365       48.905
         116            6         140      2.190       51.095
         120            1         141      0.365       51.460
         124           20         161      7.299       58.759
         125            6         167      2.190       60.949
         127            9         176      3.285       64.234
         129            4         180      1.460       65.693
         130            1         181      0.365       66.058
         133            3         184      1.095       67.153
         141           26         210      9.489       76.642
         142            5         215      1.825       78.467
         144           28         243     10.219       88.686
         145            3         246      1.095       89.781
         146            1         247      0.365       90.146
         151            5         252      1.825       91.971
         156            2         254      0.730       92.701
         158            2         256      0.730       93.431
         159            5         261      1.825       95.255
         161            1         262      0.365       95.620
         167            8         270      2.920       98.540
         168            4         274      1.460      100.000
```

APPENDIX D
11

86.22

Attachment D-2
(Page 2 of 4)

86.22

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FROMSCH   FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

002              7         7      2.555        2.555
003              4        11      1.460        4.015
005              4        15      1.460        5.474
006              3        18      1.095        6.569
008              5        23      1.825        8.394
010              6        29      2.190       10.584
043             20        49      7.299       17.883
044              8        57      2.920       20.803
045              8        65      2.920       23.723
046              3        68      1.095       24.818
047             16        84      5.839       30.657
048              8        92      2.920       33.577
049              3        95      1.095       34.672
051             10       105      3.650       38.321
052              2       107      0.730       39.051
054              4       111      1.460       40.511
055              4       115      1.460       41.971
102              1       116      0.365       42.336
103              1       117      0.365       42.701
104              2       119      0.730       43.431
105              3       122      1.095       44.526
106              1       123      0.365       44.891
108              1       124      0.365       45.255
109              6       130      2.190       47.445
110             16       146      5.839       53.285
111             11       157      4.015       57.299
112              2       159      0.730       58.029
114              2       161      0.730       58.759
116              8       169      2.920       61.679
117              1       170      0.365       62.044
118             11       181      4.015       66.058
120              3       184      1.095       67.153
121              1       185      0.365       67.518
125             11       196      4.015       71.533
128              2       198      0.730       72.263
130              4       202      1.460       73.723
131              1       203      0.365       74.088
132              5       208      1.825       75.912
133              4       212      1.460       77.372
139              4       216      1.460       78.832
140              3       219      1.095       79.927
141              1       220      0.365       80.292
142              3       223      1.095       81.387
144             16       239      5.839       87.226
150              7       246      2.555       89.781
151              1       247      0.365       90.146
152             12       259      4.380       94.526
157              2       261      0.730       95.255
158              1       262      0.365       95.620
159              4       266      1.460       97.080
161              6       272      2.190       99.270
166              1       273      0.365       99.635
170              1       274      0.365      100.000
NOTE: THE PROCEDURE FREQ USED 10.23 SECONDS AND 488K AND PRINTED PAGES 1 TO 3.

92          PROC TABULATE  F=8;                                        00001010
93               CLASS  GRADE  GROUP;                                  00001020
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APPENDIX D
12

Attachment D-2
(Page 3 of 4)

86.22

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AUSTIN INDEPENDENT SCHOOL DISTRICT          BILINGUAL TRANSFER                  4
OFFICE OF RESEARCH AND EVALUATION                SA-JF058 0201
                                                      10:43 WEDNESDAY, JUNE 17, 1987

          ----------------------------------------------------------
          |              |              GROUP               |        |
          |              |----------------------------------|        |
          |              | OTHER  |  SPAN  |  VIET  | TOTAL  |
          |              |--------+--------+--------+--------|
          |              |   N    |   N    |   N    |   N    |
          |--------------+--------+--------+--------+--------|
          |GRADE         |        |        |        |        |
          |--------------|        |        |        |        |
          |00            |        |      16|       3|      19|
          |--------------+--------+--------+--------+--------|
          |01            |       1|      18|       9|      28|
          |--------------+--------+--------+--------+--------|
          |02            |        |      22|       6|      28|
          |--------------+--------+--------+--------+--------|
          |03            |        |      18|      10|      28|
          |--------------+--------+--------+--------+--------|
          |04            |        |       8|       3|      11|
          |--------------+--------+--------+--------+--------|
          |05            |        |      13|       9|      22|
          |--------------+--------+--------+--------+--------|
          |06            |       1|       8|      13|      22|
          |--------------+--------+--------+--------+--------|
          |07            |        |      48|        |      48|
          |--------------+--------+--------+--------+--------|
          |08            |        |      38|        |      38|
          |--------------+--------+--------+--------+--------|
          |09            |        |      20|        |      20|
          |--------------+--------+--------+--------+--------|
          |10            |        |       6|        |       6|
          |--------------+--------+--------+--------+--------|
          |11            |        |       2|        |       2|
          |--------------+--------+--------+--------+--------|
          |12            |        |       2|        |       2|
          |--------------+--------+--------+--------+--------|
          |TOTAL         |       2|     219|      53|     274|
          ----------------------------------------------------------
NOTE: THE PROCEDURE TABULATE USED 11.96 SECONDS AND 646K AND PRINTED PAGE 4.

98         PROC DELETE DATA = FRYTEST1;                            00001070

NOTE: THE PROCEDURE DELETE USED 2.44 SECONDS AND 380K.
NOTE: SAS USED 646K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C.  27511-8000
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APPENDIX D
13

Attachment D-2
(Page 4 of 4)

Administrators

Please describe the biggest problem with transferring LEP students to other campuses.

- Transfer of problem students on the basis that they are LEP when the students could remain on their home campus with no problem.
- Travis has the greatest number and other campuses don't give time to develop a program. Help LEP students find home.
- Other principals do not want to accept these students.
- Finding a campus willing and able to take them.
- Some LEP students do move from school to school and just take the green card to the next school. Information on this card is inadequate; more information is needed for proper initial placement.
- Paperwork of transfer
- The biggest problem would be adjusting to the new campus, teachers, and making new friends.
- Conflicting instructions, much unnecessary paperwork, incorrect ORE reports
- Finding a school with available space. Getting parents to see the transfer would be a sound decision.
- Not every campus has bilingual and/or ESL teachers.
- Special evening orientation session for students and parents with counselors and administrators. Orientation for students prior to coming to Crockett
- Lunch and tour with PAL student
- Schedule prior to coming to Crockett
- Counseling

Administrators

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- Lunch and tour with PAL student
- Schedule prior to coming to Crockett
- Counseling

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
Department of Management, School Services
and Special Programs

June 22, 1987

TO: Perry Jackson, Wray Plique, Derly Rivera

FROM: La Vonne Rogers L.R.

SUBJECT: Staffing for Elementary Bilingual Centers

All of the recommendations contained in the attached Cabinet Agenda Item were approved by the Superintendent's Cabinet on Monday, June 22.

Please refer to the next to the last page for a complete listing of the K-5 and Sixth Grade Bilingual Centers for Hispanic LEP Students. Each of these schools needs to be staffed appropriately.

Allan, Brown and Zilker will each need a bilingual Sixth Grade teacher added to its staff.

The Vietnamese Bilingual Centers will be located at Wooten: PreK-2 and at Walnut Creek: 3-5. Vietramese sixth graders needing bilingual instruction will be assigned to Dobie Junior High. A Vietnamese teacher from Walnut Creek will need to be transferred to Dobie Junior High.

Thank you for your help.

trr

xc: James Gandy, Student Records and Reports
Melvin Chambers, Student Records and Reports
Kay Chalman, Transportation
Mary Tobolka, Warehouse
Supervising Principals
Bilingual Coordinators
María Ramírez
Ann Cunningham
Nancy Schuyler ✓
Belinda Turner ✓

Attachment

SUBJECT: Bilingual Centers to Serve the Hispanic LEP Students K-6

BACKGROUND INFORMATION

The new boundaries and Student Assignment Plan adopted by the Board on April 13, 1987, require the reassignment of large numbers of teachers and students. The initial staffing report by the Department of Personnel dated May 14, 1987, reveals serious discrepancies between the placement of bilingually endorsed teachers and limited English proficient (LEP) students, Pre K-5. Since the Departments of Secondary Education and Elementary Education have recommended that monolingual and dominant Spanish speaking Sixth Grade LEP students remain in the elementary division, bilingual staffing needs for them have to be considered as well. The match between bilingually endorsed teachers and LEP students is necessary for compliance with the state mandated program for Bilingual Education.

ADMINISTRATIVE CONSIDERATIONS

The new Student Assignment Plan for 1987-88 moved Fifth Grade students from the Brooke, Zavala, Govalle, Allan and Ortega attendance areas into a middle school. Twenty-two current Fifth Grade students in these schools will require a dual language instructional program for the 1987-88 academic year. The breakdown is as follows:

Brooke	6 students
Zavala	6 students
Govalle	3 students
Allan	4 students
Ortega	3 students

The total number of students constitutes the number of students in a whole teaching unit.

Students from the Becker, Cunningham, Dawson, Linder and Odom attendance areas were also assigned to middle schools for Sixth Grade. Twenty current Fifth Grade students from these attendance areas will require a dual language instructional program. The breakdown is as follows:

Becker	6 students
Cunningham	2 students
Dawson	6 students
Linder	2 students
Odom	5 students

The total number of students constitutes approximately a whole teaching unit.

Students from Bryker Woods, Barrington, Walnut Creek, Wooldridge, Wooten, Brown, Andrews, Blanton, Harris and Reilly attendance areas were also assigned to middle schools for Sixth Grade. Twenty current Fifth Grade students from these attendance areas will require a dual language instructional program. The breakdown is as follows:

*Bryker Woods	1 student
Barrington	1 student
Walnut Creek	1 student
Wooldridge	1 student
Wooten	2 students
Brown	6 students
Andrews	3 students
*Blanton	1 student
Harris	1 student
Reilly	3 students

*Bryker Woods and Blanton are the only K-6 schools in this area.

The total number of students constitutes approximately a whole teaching unit.

The distribution of LEP students in grades K-5 throughout the district is different with the Student Assignment Plan. Several elementary schools are not staffed appropriately and do not have vacancies to hire bilingual teachers to provide the needed instructional program.

In an effort to match LEP students in need of dual language instruction with bilingually certified teachers it is necessary to identify schools to serve as Bilingual Centers by geographic areas. These Bilingual Centers would absorb students at various grade levels and minimize the distance of bus rides. Each geographic area of the city would have at least one Bilingual Center.

Northwest Area	
Pillow	PreK-3
Brown	PreK-5
Barrington	K-5

North~~west~~east Area	
Blanton	K-6
Andrews	PreK-5
Harris	PreK-5
Pecan Springs	PreK-5

Southwest Area	
Zilker	K-6
Southeast Area	
Langford	PreK-5
East Area	
Allan	PreK-5

RECOMMENDATIONS ARE AS FOLLOWS:

1. Allan will be designated as a Special Program Campus to serve monolingual and dominant Spanish speaking students who are assigned to middle schools. Allan has the classroom space to accommodate the classroom. Allan is within walking distance of four of the five attendance areas (Zavala, Govalle, Ortega and Allan). Minimal transportation services are required. The principal is receptive to this program. A bilingual sixth grade teacher will need to be assigned to Allan.

Campbell 4-6
Blackshear 4-6

2. Zilker will be designated as a Bilingual Center to serve monolingual and dominant Spanish speaking students who are assigned to middle schools. Transportation will be provided. A bilingual sixth grade teacher will need to be assigned to Zilker and space is available. The principal is supportive of this program.

3. Brown will be designated as a Special Program Campus to serve monolingual and Spanish speaking students assigned to middle schools. Classroom space is available. Transportation will be provided to students from the northwest and northeast areas of Austin. A bilingual sixth grade teacher needs to be assigned to Brown.

4. The following schools are recommended as Bilingual Centers to serve monolingual and dominant Spanish speaking students in areas designated.
   - The Northwest Area would be served by Pillow, Brown and Barrington.
   - The Northeast Area would be served by Blanton, Andrews, Harris and Pecan Springs.
   - The Southwest Area would be served by Zilker.
   - The Southeast Area would be served by Langford.
   - The East area would be served by Allan.

BILINGUAL/ESL PROGRAMS

Appendix E

TEAMS

331

TEAMS

Purpose

The Texas Educational Assessment of Minimum Skills (TEAMS) is administered to children in grades 1, 3, 5, 7, 9, and 11. This is a criterion-referenced test designed to measure minimum basic skills in the areas of mathematics, reading, and writing.

The results of the test provide information to answer the following decision and evaluation questions.

Decision Question D1: Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?

Evaluation Question D1-10: What percentage of AISD LEP students were tested in English and Spanish by grade? What are the LEP mastery rates by school? What percentage of AISD LEP students tested in English master the TEAMS? Compared to AISD Hispanics overall? Compared to the State average for LEP students? Compared to other urban districts? Are LEP students farther from the State LEP average than are AISD students from the State average?

Evaluation Question D1-11: What percentage of AISD LEP first and third graders tested in Spanish master the TEAMS? Compared to the State? Compared to urban districts?

Decision Question D3: Should Spanish speakers receive more instruction in their native language?

Evaluation Question D3-2: Does the achievement of first- and third-grade LEP students vary significantly based on the number of LEP students in the classroom (1-2, 3-4, 5 or more)? How much Spanish is used in each setting?

Procedure

The Texas Educational Assessment of Minimum Skills (TEAMS) is a statewide minimum competency test. In the past, only an English TEAMS was available and there was no exemption for LEP students from grade 3 on. This year, Spanish-speaking LEP students at grades 1 and 3 could be tested in English or Spanish; other first and third grade LEP students had the option of an exemption from the test. All LEP students at grades 5, 7, and 9 could also be exempted from the testing. Exemptions can be taken only the first time LEP students are tested from 1987 on. Special Education LEP students can also be exempted based on Special Education guidelines. The Language Proficiency Assessment Committees (LPACs) at each campus decided students' LEP status. Generally, however, students dominant or monolingual in another language or balanced but limited in English and another language took the Spanish TEAMS or an exemption. Because this is the first year for the new guidelines, comparisons to last year will not be made.

TEAMS scores for this year and last are difficult to compare because of the new Spanish TEAMS at grades 1 and 3 and the exemptions available at grades 1, 3, 5, 7, and 9. The LEP populations tested were, therefore, quite different in 1987 versus 1986. Also, the percentage of LEP students tested this year at grades 5, 7, and 9 is fairly small and, therefore, not representative of the total population.

Test guidelines are set by the State. ORE's Systemwide Testing staff coordinates testing efforts within AISD. Some essential facts are listed here. The Systemwide Testing Evaluation Technical Report (ORE Pub. 86.51) provides more details.

English vs. Spanish vs. Exemption

By law, Language Proficiency Assessment Committees (LPAC's) at each school made final decisions about which LEP students would be tested in English or Spanish or exempted. In consultation with the bilingual instructional staff, ORE testing and bilingual evaluation staff developed procedures to guide this decisionmaking (see Attachment E-1). Printouts of students' suggested test status were sent to the school for verification. Basically, LEP students with dominances of A and B were most likely to be tested in English or Spanish or exempted.

TEAMS Mastery

TEAMS scores are reported in several ways. Individual students must answer at least three of four items correctly to "master" an objective. Mastery of each test is established independently. In some cases, students must master more than 75% of the items correctly to demonstrate mastery of the test. Raw scores for mastery correspond to a scaled score of 700 (a perfect score is 999).

Data Collection

ORE's testing staff collects all TEAMS information as it is summarized by the State. A wide variety of information was needed for special summaries on LEP students. A list is shown in Attachment E-2. Dates the information was available varied (most were in May and June). AISD results were available sooner than State rates. Joint Urban Evaluation Council (JUEC) members were called for information on their LEP students' performance; most responded.

The scaled score gap between the performance of all bilingual/ESL students and low income non-bilingual ESL students was examined for AISD and the State overall by grade. TEA was considering this approach and supplied ORE with scaled scores for Texas overall and selected districts. The District Priorities' programmer ran the same numbers for AISD (see program in Attachment E-3).

Mastery percentages for grades 1-9 were pulled from official report figures from TEA. These were verified to assure correctness.

Exit-level TEAMS mastery was hand-counted from computer printouts of LEP students' performance. Computer printouts listing the mastery status of individual LEP students were run through Program TM-SASTM0705 in late May and June after the data tape received from TEA was "cleaned up." Duplicate records were removed in this process and only students active at year's end were included. These counts therefore do not match summaries sent by TEA earlier. Program TM-SASTM A07 01 was also run to determine mastery on the exit-level TEAMS by school for Title VII evaluation purposes.

Results

English TEAMS 1986-87 (Evaluation Question D1-10)

Grades 1-9. Complete results as received from TEA are shown in Attachment E-4. Results are illustrated graphically in Figure E-1. The percentage of AISD LEP students tested in English this year was:

Grade	February Enrollment	Tested Number	Tested Percent
1	560	216	39%
3	327	128	39%
5	272	158	58%
7	274	141	51%
9	192	77	40%

AISD LEP students tested in English show:

- Lower mastery percentages than for AISD non-LEP students and Hispanic students. Differences are greatest in reading.
- **The highest mastery percentages at grade 1 in all areas; mastery percentages are lowest at grade 5 in mathematics and grade 9 in reading and writing.**
- By subject, mastery rates are highest in mathematics (54% to 76%) generally followed by reading (30 to 55%) followed by writing (16% to 74%). Grade 1 mastery is higher in writing than in reading.
- **AISD LEP students showed higher mastery than State LEP students in 5 of 12 comparisons (42%) at grades 3, 5, 7 and 9.** (Grade 1 results for the State are not yet available.) Grade 3 mastery for LEP students in AISD exceeded that of LEP students in the State in all areas; grade 7 mastery was lower in all areas. The distance was greatest from the State LEP average in mathematics at grade 5 and reading and writing at grade 9. Mastery for AISD students overall does not exceed that of the State in any of these same comparisons.

Particular emphasis must continue to be placed on LEP students' mastery of the TEAMS. Because the TEAMS focuses on minimum basic skills, low-achieving LEP students should be targeted for additional help in areas of need. There is some evidence that emphasis on TEAMS for LEP students has had an impact on ITBS/TAP scores as well (see one-year follow-up).

Based on districtwide survey results, most teachers at grades 1, 3, and 5 appear to use TEAMS-style items on their own tests at least three times a year. Use of TEAMS practice materials in English and Spanish was also noted but by fewer teachers.

Scaled Score Gaps 1985-86

One way to gauge the success of programs for LEP students is to compare the performance of all bilingual/ESL students with that of non-bilingual/ESL low-income students across grades. Because most bilingual/ESL students are low income, this comparison basically measures the success of the bilingual and ESL programs in teaching LEP students English for academic purposes. In a successful program, the gap between the performance of the two groups would close across grades. This estimate of success is rough in that two factors work against finding a smaller gap across grades:

- New entries at the higher grades (the percentage of AISD LEP students who were new in 1985-86 was 26-30% at grades 5, 7, and 9),
- Exit of students successful in terms of achievement at the upper grades.

The gap between bilingual/ESL and non-LEP low-income students in AISD and the State overall is shown below in Figure E-2. TEAMS scores for 1985-86 were used because all LEP students were tested at these grades -- no exemptions were allowed.

FIGURE E-2
TEAMS SCALED SCORES (AVERAGES ACROSS AREAS) 1985-86

AISD

Grade	All Bilingual /ESL	Low Income Non-Bilingual/ESL	Gap (Difference)
3	642	722	-80
5	653	726	-73
7	653	721	-68
9	642	705	-63

STATE

3	661	729	-68
5	669	740	-71
7	658	735	-77
9	645	726	-81

As this chart illustrates, the gap tends to close in AISD between grades 3 and 5, 5 and 7, and 7 and 9. These results are positive, especially given AISD's fairly high number of new entries in the upper grades. AISD's results also compare favorably to those of the State, where the gap widens across grades. Based on this data, AISD programs for LEP students appear more successful than is average for the State.

Exit-Level TEAMS

The exit-level TEAMS is a high-stakes test--students are required to pass both the mathematics and language arts sections to earn a diploma. Statewide, the percentage of LEP students able to pass the exit-level test is lower than for other identified groups. Students first take the test in October of grade 11. Those who fail to master one or both areas, plus anyone new to Texas, is tested subsequently. Students have three additional chances to show mastery (May of grade 11, and October and May of grade 12).

The percentage of AISD LEP students able to show mastery of the exit-level TEAMS in October and May of 1986-87 is shown below. These figures will not match the TEA report sent at the beginning of May (see Attachment E-5) because they were run later off AISD's tape--duplicate records and students not active at year's end are therefore excluded.

FIGURE E-3
EXIT-LEVEL TEAMS MASTERY--1986-87

	October, 1986			May, 1987		
	Grade			Grade		
	11	12	Total	11	12	Total
Language Arts						
LEP AISD Tested	27*	13	39	25	6	31
N Passing	9	8	17	6	2	8
% Mastering	33%*	62%	44%	24%	33%	26%
State LEP % Mastering	43%	N/A	N/A	N/A	N/A	N/A
All AISD % Mastering	90%	83%	N/A	65%	79%	N/A
Mathematics						
LEP AISD Tested	27	10	37	14	2	16
N Passing	21	9	30	11	2	13
% Mastering	78%	90%	81%	79%	100%	81%
State LEP % Mastering	67%	N/A	N/A	N/A	N/A	N/A
All AISD % Mastering	93%	82%	N/A	82%	86%	N/A

NA = Not Available

* Correction from 26 to 27 made after final report was issued.

Results revealed that:

- AISD LEP mastery percentages were higher in mathematics than in language arts.
- AISD's LEP October passing rates for 11th graders were higher than the State's in mathematics but lower than the State's in language arts. The mastery rate for all eleventh graders in AISD tested was higher than the State's in both comparisons.
- AISD LEP twelfth graders showed higher mastery percentages than eleventh graders.
- Only three LEP students tested in May failed the mathematics section --none were twelfth graders.
- In language arts, four LEP twelfth graders failed the TEAMS and were denied diplomas--two were Spanish Title VII students and two were Oriental. All but one had only entered AISD this year; the two Spanish speakers reportedly plan to return to AISD next fall.

In AISD overall, 17 students met all graduation requirements but failed to pass the TEAMS and, therefore, were denied a diploma. In addition to the four LEP students mentioned above, three students were LEP but had denied ESL service. LEP high school students can be caught in a graduation bind. ESL can only earn graduation credit as English two years; students often deny the service after this point in order to "make room" for courses that count towards graduation in their schedule. This may have happened in two of these three cases. The problem is that, if these students do not have sufficient English skills to pass the TEAMS, ESL may have helped them more than other English classes. A change in State policy regarding ESL graduation credit might help this situation.

JUEC Results

Mastery percentages were supplied for most grade levels by large urban districts in the Joint Urban Evaluation Council (JUEC). Some were received after the final report was issued. English results for grades 1-11 are shown in Attachment E-6, along with context information on the nature of LEP populations in the districts collected in 1985-86.

Spanish TEAMS (Evaluation Question D1-11)

The Spanish TEAMS was first given this year (at grades 1 and 3 only). The English and Spanish tests are different so results cannot be compared directly. However, skills covered are similar to those on the English TEAMS; some items are translations. One important difference is that no writing sample is included on the Spanish TEAMS; one extra objective measured by multiple-choice items is included. Results as received from TEA are shown in Attachment E-7. Available JUEC results are shown in Attachment E-8. The results (shown in Figure E-4) are quite positive.

Students tested with the Spanish TEAMS:

- **Show high mastery percentages (86%-96%).**
- **Exceed third grade mastery percentages for the State in all three areas. In addition, AISD students exceed third grade mastery for the eight largest urban districts in Texas (Big 8) in mathematics and reading (but not writing).** In addition, AISD students exceed third grade mastery for the eight largest urban districts in Texas (Big 8) in mathematics and reading (but not writing).

Caution must be taken in comparing AISD to other districts in the State because of possible differences in LEP populations served and exemption decisions.

Evaluation Question D3-2

We were unable to address the question of whether LEP student achievement varied according to the number of LEP students in the calssroom. Information on the number of LEP students per class was to come from teacher survey results. A miscommunication led to an insufficient sample size. An analysis was therefore not feasible.

Section 101.3 TEC 21.555

LEP (From page 5)

(g) Students in grade 1 and grade 3 who have been identified as limited English proficient by the language proficiency assessment committee and whose native language is Spanish will be administered either the Texas Educational Assessment of Minimum Skills test or the Spanish version of the Texas Educational Assessment of Minimum Skills test. The language proficiency assessment committee will determine whether the student shall be tested in English or in Spanish.

(h) Limited English proficient students at grades 1 or 3 whose native language is not Spanish may receive a one-time exemption from the Texas Educational Assessment of Minimum Skills test and will participate in the assessment during subsequent administrations.

(i) Students at grades 5, 7, and 9 who have been identified as limited English proficient by the language proficiency assessment committee may receive a one-time exemption from the Texas Educational Assessment of Minimum Skills test if the language proficiency assessment committee has determined that the student has not demonstrated sufficient proficiency in the English language to participate in the assessment.

(j) A student may take a Spanish language version of the Texas Educational Assessment of Minimum Skills one time only (applicable to grade 1 or grade 3) or may receive an exemption from the English language version of the Texas Educational Assessment of Minimum Skills one time only.

(k) Districts shall make every reasonable effort to ensure that all non-exempt students are tested.

(h) The superintendent or chief administrative officer in each school district shall report to the commissioner of education the number of exempt and non-exempt students who were not tested and shall certify that the exemptions were granted in accordance with the Texas Education Code, §21.555, and this section.

§101.4 Security and Confidentiality.

Statutory Citation

Texas Education Code §21.556:

"(a) In adopting basic skills assessment instruments and achievement tests pursuant to this subchapter, the State Board of Education and/or a local school district shall insure the security of the instruments and tests in their preparation, administration, and grading. Meetings or portions of meetings held by the State Board of Education and/or a local school district at which individual assessment instruments, assessment instrument items, or achievement tests are discussed or adopted are not open to the public under Chapter 271, Acts of the 60th Legislature, Regular Session, 1967, as amended (Article 6252-17, Vernon's Texas Civil Statutes), and the assessment instruments, items, and tests are confidential."

86.22

APPENDIX E
10

AUSTIN INDEPENDENT SCHOOL DISTRICT
LEP STUDENTS WHO MAY TAKE THE TEAMS SPRING, 1988

OFFICE OF RESEARCH AND EVALUATION
DATE OF PRINTING: 11/18/87
PAGE 1 SH-TMEXM-01-01

NEW TEA GUIDELINES ALLOW LEP STUDENTS TO BE TESTED IN SPANISH (AT GRADES 1 AND 3) OR EXEMPTED FROM THE TEAMS THE FIRST TIME THEY ARE TO TAKE IT (FROM 1986-87 ON.) THEREAFTER, LEP STUDENTS MUST BE TESTED IN ENGLISH. THE LPAC IS TO DECIDE THE TEST STATUS OF LEP STUDENTS. THE STATUS OF SPECIAL EDUCATION LEP STUDENTS IS FIRST REVIEWED BY THE ARD WHO MAY EXEMPT THEM. IF NOT ARD EXEMPT, THE LPAC MUST DECIDE THEIR STATUS BASED ON THE SAME RULES THAT APPLY TO OTHER LEP STUDENTS. TEA GUIDELINES INDICATE:

- AT GRADE 1 AND 3, LEP STUDENTS WITH A HOME LANGUAGE OF SPANISH MUST BE TESTED IN ENGLISH OR SPANISH. LEP STUDENTS WITH OTHER HOME LANGUAGES MAY BE EXEMPTED ONE TIME ONLY
- AT GRADES 5, 7, AND 9, LEP STUDENTS MAY BE EXEMPTED ONE TIME ONLY

TO MAKE THE LPAC DECISION-MAKING PROCESS EASIER, SUGGESTED TEST STATUSES WERE DEVELOPED BASED ON LEP DOMINANCE AND ARE ATTACHED FOR YOUR REVIEW. THE GUIDELINES THAT WE USED WERE AS FOLLOWS:

TEAMS STATUS

GRADE	DOMINANCE	HOME LANGUAGE	
		SPANISH	OTHER
1, 3	A, B, LOW C (C WITH ENG PAL < 41)	SPANISH *(NO EXEMPTION AVAILABLE)*	EXEMPT
	HIGH C (C WITH PAL OF > 40 OR IDEA), D, E	ENGLISH	ENGLISH
5	A, B, LOW C	EXEMPT	EXEMPT
	HIGH C, D, E	ENGLISH	ENGLISH
1, 3, 5	SPECIAL EDUCATION	ARD EXEMPT OR SAME RULES AS ABOVE	

STATUSES LISTED BELOW ARE ONLY SUGGESTED. LPACS CAN CHANGE ANY STATUS EXCEPT "ARD EXEMPT." IF LEP STUDENTS HAVE INSUFFICIENT SKILLS TO BE TESTED IN ENGLISH, THEY SHOULD GENERALLY BE EXEMPTED.
LPACS SHOULD PLEASE :

1. CHECK FOR INAPPROPRIATE DESIGNATIONS. CHECK ESPECIALLY THOSE WITH NO DOMINANCE, A DOMINANCE OF "C", OR SPECIAL EDUATION/LEP. IF APPROPRIATE, SUGGEST A NEW TEST STATUS IN THE SPACE TO THE RIGHT. PLEASE USE A RED PEN.
2. WRITE IN ANY MISSING INFORMATION IN THE APPROPRIATE COLUMN.
3. DRAW A LINE THROUGH THE NAME OF ANY LEP STUDENT WHO IS NO LONGER ENROLLED IN THIS SCHOOL.
4. ADD THE NAMES OF ANY LEP STUDENTS CURRENTLY ENROLLED IN YOUR SCHOOL BUT NOT INCLUDED ON THE LISTING. BE SURE TO PROVIDE A SUGGESTED TEST STATUS.
5. RETURN TO ORE, ADMINISTRATION BLDG., BY DECEMBER 11 1987.

NOTE: PLEASE DO NOT DETACH DIRECTIONS FROM THE LIST OF STUDENTS.

Attachment E-1
(Page 2 of 2)

Information Needs [illegible] --

#LEPs tested Eng, Spai

	GRADE					EXIT	
	1	3	5	7	9	F	S
① #LEP Tested English		✓	✓	✓	✓		
② LEP Tested Spanish/Mastery		✓					
③ LEP Enrollment Spring							
④ LEP Mastery Eng Overall		✓	✓	✓	✓		▨
By School		S ✓ E ✓	✓	✓	✓		▨
⑤ HISPANIC AISD Eng Overall Mastery	▨	▨	▨	▨	▨	▨	▨
⑥ STATE LEP MASTERY ENGLISH	▨	▨	▨	▨	▨	▨	▨
SPANISH	▨	▨					
⑦ JUEC LEP MASTERY ENG.	▨	▨	▨	▨	▨	▨	▨
SPAN.	▨	▨					
TITLE VII VS OTHER SCHOOLS	Need Atamen & Imelda Memos✓						
⑧ HISPANIC LEP ABC JR HI				▨			
⑨ HISPANIC LEP ABC SR HI					✓	✓	▨
⑩ BY OBJ - ENG - AUSTIN/STATE NEED?		✓	✓	✓	✓		
⑪ SCHOOL RANKS 86 & 87 NEED?		✓	✓	✓	✓		
⑫ NON-LEP ENG.		✓	✓	✓	✓		
⑬ ALL AISD STUDENTS ENG		SP ✓ E ✓	✓	✓	✓		

342

```
114          IF GRADE GE 'C3'  AND  GRADE LE '09';                                  00001290
115          IF STATUS = '2'  OR STATUS = '3'  OR STATUS = '4'  OR STATUS = '8'     00001300
116                           OR STATUS = '7';                                      00001310
117          IF REEXTYR GT ' '      THEN DO;                                        00001320
118             EXITYR  =  REEXTYR;                                                 00001330
119             EXITSEA =  REEXTSEA;                                                00001340
120             END;                                                                00001350
121          IF STATUS = '7'  AND (EXITYR  LT '6'  OR EXITSEA = '1')                00001360
122             THEN DELETE;                                                        00001370
123                                                                                 00001380
124          LEP = 'YES';                                                           00001390
125          KEEP STUIC  LEP;                                                       00001400
126                                                                                 00001410

NOTE: INFILE LANG22 HAS THE FOLLOWING CHARACTERISTICS:
      DCB=(BLKSIZE=4000,LRECL=164,RECFM=VB)

NOTE: 16C45 LINES WERE READ FROM INFILE LANG22.
      THE MINIMUM LINE LENGTH IS 160.
      THE MAXIMUM LINE LENGTH IS 160.
NOTE: DATA SET USERO10.FRYTEST2 HAS 1612 OBSERVATIONS AND 2 VARIABLES. 532 OBS/TRK.
NOTE: THE DATA STATEMENT USED 100.36 SECONDS AND 380K.

127       DATA FRYTEST1;                                                            00001420
128          MERGE FRYTEST1  (IN = FRYIN1)                                          00001430
129                FRYTEST2  (IN = FRYIN2);                                         00001440
130          BY STUID;                                                              00001450
131          IF FRYIN1 = 1;                                                         00001460

NOTE: DATA SET USERO10.FRYTEST1 HAS 17528 OBSERVATIONS AND 8 VARIABLES. 152 OBS/TRK.
NOTE: THE DATA STATEMENT USED 57.53 SECONDS AND 380K.

132       PROC DELETE  DATA = FRYTEST2;                                             00001470

NOTE: THE PROCEDURE DELETE USED 1.22 SECONDS AND 380K.

133       PROC SORT;                                                                00001480
134          BY GRADE  LEP;                                                         00001490

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USERO10.FRYTEST1 HAS 17528 OBSERVATIONS AND 8 VARIABLES. 152 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 61.41 SECONDS AND 380K.

135       PROC FREQ;                                                                00001500
136          TABLES  LEP  LOWINCOM;                                                 00001510
137          BY GRADE;                                                              00001520
```

Attachment E-3
(Page 1 of 4)

86.22

APPENDIX E
13

```
3       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                              8:06 MONDAY, JUNE 22, 1987

79                                                                               00000940

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.FRYTEST1 HAS 17528 OBSERVATIONS AND 8 VARIABLES. 152 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 51.79 SECONDS AND 380K.

80          DATA FRYTEST2;                                                       00000950
81          *   INFILE STUMST VSAM;                                              00000960
82              INFILE STUD21 RECFM=FB LRECL=160 BLKSIZE=4000;                   00000970
83              INPUT  @1   STUID         PD4.                                   00000980
84                          LISTAT      $ 142;                                   00000990
85                                                                               00001000
86              IF LISTAT = '1'  OR LISTAT = '2'  OR LISTAT = '3';               00001010
87              LOWINCOM = 'YES';                                                00001020
88              KEEP STUID  LOWINCOM;                                            00001030
89                                                                               00001040

NOTE: INFILE STUD21 HAS THE FOLLOWING CHARACTERISTICS:
      DCB=(BLKSIZE=4000,LRECL=160,RECFM=FB)

NOTE: 118317 LINES WERE READ FROM INFILE STUD21.
NOTE: DATA SET USER010.FRYTEST2 HAS 20172 OBSERVATIONS AND 2 VARIABLES. 532 OBS/TRK.
NOTE: THE DATA STATEMENT USED 216.69 SECONDS AND 380K.

90          DATA FRYTEST1;                                                       00001050
91              MERGE FRYTEST1  (IN = FRYIN1)                                    00001060
92                    FRYTEST2  (IN = FRYIN2);                                   00001070
93              BY STUID;                                                        00001080
94              IF FRYIN1 = 1;                                                   00001090

NOTE: DATA SET USER010.FRYTEST1 HAS 17528 OBSERVATIONS AND ⑧ VARIABLES. 152 OBS/TRK.
NOTE: THE DATA STATEMENT USED 48.29 SECONDS AND 380K.

95          PROC DELETE  DATA = FRYTEST2;                                        00001100
96                                                                               00001110
97                                                                               00001120
98          ********** READ IN LEPFIL TO GET LEP STATUS *****************;       00001130
99                                                                               00001140

NOTE: THE PROCEDURE DELETE USED 1.22 SECONDS AND 380K.

100         DATA FRYTEST2;                                                       00001150
101         *   INFILE LEPFIL VSAM;                                              00001160
102             INFILE LANG22 RECFM=VB LRECL=164  BLKSIZE=4000;                  00001170
103             INPUT       FILID       $ 1-2                                    00001180
104                         STUID         4-10                                   00001190
105                         LOC         $ 44-46                                  00001200
106                         GRADE       $ 47-48                                  00001210
107                         REEXTYR     $ 57                                     00001220
108                         REEXTSEA    $ 58                                     00001230
109                         STATUS      $ 73                                     00001240
110                         EXITYR      $ 115                                    00001250
111                         EXITSEA     $ 116;                                   00001260
112                                                                              00001270
113             IF LOC GT '000'  AND  LOC LT '199';                              00001280
```

Attachment E-3
(Page 2 of 4)

APPENDIX E
14

86.22

1985-86 TEAMS

Attachment E-3
(Page 3 of 4)

```
1       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                             8:06 MONDAY, JUNE 22, 1987

NOTE: THE JOB EVISAS HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1                                                                                    00000170
2            OPTIONS ERRORS = 0;                                                     00000180
3            *PTIONS OBS = 0  NOREPLACE;                                             00000190
4                                                                                    00000200
5            TITLE1 AUSTIN INDEPENDENT SCHOOL DISTRICT            FOR SHORT TESTS ;  00000210
6            TITLE2 OFFICE OF RESEARCH AND EVALUATION                   SA-JF999 X;  00000220
7            TITLE3 TEAMS - LEP, AVERAGE SCALED SCORES;                              00000230
8                                                                                    00000240
9            DATA FRYTEST1;                                                          00000250
10             INFILE TEAMFL VSAM;                                                   00000260
11             INPUT      SCHNUM            1-3                                      00000270
12                        STUID             4-10                                     00000280
13                        OCCURS            49-50    @  ;                            00000290
14                                                                                   00000300
15             DO I = 1 TO OCCURS;                                                   00000310
16               IF I       =  1  THEN POS = 51;                                     00000320
17               IF I       =  2  THEN POS = 160;                                    00000330
18               IF I       =  3  THEN POS = 269;                                    00000340
19               IF I       =  4  THEN POS = 378;                                    00000350
20               IF I       =  5  THEN POS = 487;                                    00000360
21               IF I       =  6  THEN POS = 596;                                    00000370
22                                                                                   00000380
23              INPUT                                                                00000390
24                    @ POS + 29      GRADE      $   2.                              00000400
25                    @ POS + 31      TESTMON    $   2.                              00000410
26                    @ POS + 33      TESTYR     $   2.                              00000420
27                    @ POS + 36      MVALID     $  1.                               00000430
28                    @ POS + 60      RVALID     $  1.                               00000440
29                    @ POS + 75      WVALID     $  1.                               00000450
30                    @ POS + 92      LEVEL      $  1.                               00000460
31                    @ POS + 97      MSCALES       3.                               00000470
32                    @ POS + 100     RSCALES       3.                               00000480
33                    @ POS + 103     WSCALES       3.  @;                           00000490
34               IF (TESTYR = '86'  AND  TESTMON = '02')   AND                       00000500
35                  (LEVEL = '3'  OR LEVEL = '5'  OR LEVEL = '7'  OR LEVEL = '9')    00000510
36                      AND                                                          00000520
37                  (GRADE = '03' OR GRADE = '05' OR GRADE = '07' OR GRADE = '09')   00000530
38             THEN DO;                                                              00000540
39              RSCALE = .;                                                          00000550
40              MSCALE = .;                                                          00000560
41              WSCALE = .;                                                          00000570
42               IF RVALID = ' '    THEN  RSCALE = RSCALES;                          00000580
43               IF MVALID = ' '    THEN  MSCALE = MSCALES;                          00000590
44               IF WVALID = ' '    THEN  WSCALE = WSCALES;                          00000600
45               IF RSCALE  = .  AND MSCALE = .  AND WSCALE = .  THEN GO TO BYPASS;  00000610
46                                                                                   00000620
47               COUNT = 0;                                                          00000630
48               AVGSCALE = 0;                                                       00000640
49               IF RSCALE NE .   THEN DO;                                           00000650
50                  COUNT + 1;                                                       00000660
51                  AVGSCALE + RSCALE;                                               00000670
```

```
2        S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISAS                                     8:06 MONDAY, JUNE 22, 1987
52                END;                                                                        00000680
53             IF MSCALE NE .   THEN DO;                                                      00000690
54                COUNT + 1;                                                                  00000700
55                AVGSCALE + MSCALE;                                                          00000710
56                END;                                                                        00000720
57             IF WSCALE NE .   THEN DO;                                                      00000730
58                COUNT + 1;                                                                  00000740
59                AVGSCALE + WSCALE;                                                          00000750
60                END;                                                                        00000760
61             AVGSCALE = AVGSCALE  /  COUNT;                                                 00000770
62                                                                                            00000780
63             LEP      = 'NOX';                                                              00000790
64             LOWINCOM = 'NOX';                                                              00000800
65                                                                                            00000810
66             KEEP STUID  LEP  GRADE  LOWINCOM  RSCALE  MSCALE  WSCALE  AVGSCALE;            00000820
67                                                                                            00000830
68             OUTPUT;                                                                        00000840
69          BYPASS:                                                                           00000850
70             I = OCCURS + 1;                                                                00000851
71          END;                                                                              00000860
72          END;                                                                              00000870
73                                                                                            00000880

NOTE: INFILE TEAMFL HAS THE FOLLOWING CHARACTERISTICS:
      VSAM FILE
      INDEXED NONSPANNED KEYS(10 0) RECORDSIZE(. 1685) RECORDS(46361)

NOTE: INVALID DATA FOR MSCALES IN LINE 1344 257-259.     31:38
NOTE: INVALID DATA FOR RSCALES IN LINE 1344 260-262.     32:38
NOTE: INVALID DATA FOR WSCALES IN LINE 1344 263-265.     33:38
NOTE: FURTHER ERRORS OF THIS TYPE WILL NOT BE PRINTED.
      OPTIONS ERRORS=NN; * LIMIT REACHED.

RULE:     1234567 101234567 201234567 301234567 401234567 501234567 601234567 701234567 801234567 901234567 00

1344      0027867301115YLVESTER  SANDRA  OFWN NMM         02999SYLVESTER SANDRA         1110861A0033444343344

    101   3344444    000C000C0000   0000000000 61Y..X    814      539002SYLVESTER SANDRA          110587. 65..
    ZONE  FFFFFFF4444FFFFFFFFFFFF444FFFFFFFFFFF4FFE00E4444FFF444444FFFFFFEEDECEECD4ECCDC444444444FFFFFF04FF00
    NUMR  3344444000CCCCCC000000000000000000006180C70000814000000539002283552359021549IC000000000110587006500

    201   ................Y.P 00...........  00........ 00 ..X................. 268
    ZONE  000000000000000000E004FF0000C00000044FF000000004FF400E0000000000000000
    NUMR  000C00000CCC00C0807000C000C0000000000000000000007000000000000000000
SCHNOW=2 STUID=78673C1 OCCURS=2 I=3 POS=160 GRADE=11 TESTMON=05 TESTYR=87 MVALID=  RVALID=  WVALID=  LEVEL=X MSCALES=.
RSCALES=. WSCALES=. RSCALE=. MSCALE=. WSCALE=. COUNT=3 AVGSCALE=855 LEP=  LOWINCOM=  _RBA_=260732 _ERROR_=1 _N_=1344
NOTE: 46361 LINES WERE READ FROM INFILE TEAMFL.
      THE MINIMUM LINE LENGTH IS 159.
      THE MAXIMUM LINE LENGTH IS 595.
NOTE: DATA SET USER010.FRYTEST1 HAS 17528 OBSERVATIONS AND 8 VARIABLES. 152 OBS/TRK.
NOTE: THE DATA STATEMENT USED 255.29 SECONDS AND 352K.

74          PROC SORT;                                                                        00000890
75             BY STUID;                                                                      00000900
                                                                                              00000910
77                                                                                            00000920
            ************** READ IN STUD FILE TO GET LOW INCOME STATUS **********;              00000930
```

TEAMS

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: JUNE 1987

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: APRIL 1987

DISTRICT: 227-901 AUSTIN ISD

GRADE: 01

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	180	84	35
	2.PLACE VALUE	207	96	8
	3.NUMBER COMPARISON	166	77	49
	4.ADDITION	180	84	35
	5.SUBTRACTION	196	91	19
	6.WORD PROBLEMS (+,-)	175	81	40
	7.MEASUREMENT, TIME	173	80	42
	8.GEOMETRIC SHAPES	207	96	8
	STUDENTS TESTED: 215 TOTAL MATHEMATICS:	163	76	52
	MATHEMATICS SCALED SCORE: 812 PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 70			
READING	1.MAIN IDEA	115	55	96
	2.SIGHT RECOGNITION	164	78	47
	3.COMPOUND WORDS	176	83	35
	4.CONTEXT CLUES	96	45	115
	5.WORD STRUCTURE	149	71	62
	6.PHONICS	147	70	64
	7.SPECIFIC DETAILS	122	58	89
	8.SEQUENCING EVENTS	108	51	103
	9.PREDICTING OUTCOMES	102	48	109
	STUDENTS TESTED: 211 TOTAL READING:	116	55	95
	READING SCALED SCORE: 722 PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 43			
WRITING	1.CAPITALIZATION	165	78	47
	2.PUNCTUATION	122	58	90
	3.SPELLING	183	86	29
	4.SUBJECT-VERB AGREEMENT	70	33	142
	STUDENTS TESTED: 212 TOTAL WRITING:	156	74	56
	WRITING SCALED SCORE: 757 PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 53			

GROUP CHARACTERISTICS

BASED ON 261 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	0	0
Students Exempt from All Tests : ARD	13	5
Students Exempt from All Tests : LEP	19	7
Other Students Not Tested	13	5
Number of Students Tested	216	83
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	55	21
Black	4	2
Hispanic	188	72
White	13	5
FREE/REDUCED PRICE MEAL PROGRAM	204	78
CHAPTER I PROGRAMS		
Chapter I Regular Program	74	28
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	5	2
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	261	100
Bilingual Program	173	66
English as a Second Language Program	60	23
SPECIAL EDUCATION PROGRAMS		
Learning Disability	11	4
Emotionally Disturbed	5	2
Speech Handicapped	18	7
Visually Handicapped	5	2
Other Handicapping Condition	4	2
GIFTED/TALENTED PROGRAM	6	2
PREVIOUS KINDERGARTEN ATTENDANCE		
Half-day	2	1
Full-day	206	79
Did Not Attend	53	20

PASS/FAIL SUMMARY

BASED ON 216 STUDENTS WHO TOOK ONE OR MORE TESTS

	NUMBER	PERCENT
Passed All Tests Taken	108	50
Failed One Test Only	38	18
Failed Two Tests Only	45	21
Failed All Three Tests	25	12

APPENDIX E
16

Attachment E-4
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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: MAY 1987

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: FEBRUARY 1987

DISTRICT: 227-901 AUSTIN ISD

GRADE: 03

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDER WHOLE NUMBERS	94	74	33
	2.PLACE VALUE	109	86	18
	3.NUMBER PATTERNS	110	87	17
	4.EXPANDED NOTATION	110	87	17
	5.FRACTIONAL PARTS	121	95	6
	6.ADDITION	110	87	17
	7.SUBTRACTION	104	82	23
	8.WORD PROBLEMS (+)	115	91	12
	9.WORD PROBLEMS (-)	100	79	27
	10.MEASUREMENT UNITS	80	63	47
	11.PICTORIAL MODELS	98	77	29
	STUDENTS TESTED: 127 TOTAL MATHEMATICS:	91	72	36
	MATHEMATICS SCALED SCORE: 763			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 52			
READING	1.MAIN IDEA	82	66	42
	2.SIGHT WORDS	79	64	45
	3.CONTEXT CLUES	76	61	48
	4.WORD STRUCTURE	40	32	84
	5.PHONICS	73	59	51
	6.SPECIFIC DETAILS	103	83	21
	7.SEQUENCING OF EVENTS	92	74	32
	8.PREDICTING OUTCOMES	70	56	54
	9.TABLE OF CONTENTS	117	94	7
	STUDENTS TESTED: 124 TOTAL READING:	65	52	59
	READING SCALED SCORE: 696			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 24			
WRITING	1.CAPITALIZATION	119	97	4
	2.PUNCTUATION	83	67	40
	3.SPELLING	109	89	14
	4.CORRECT ENGLISH USAGE	108	88	15
	5.SENTENCE STRUCTURE	102	83	21
	6.PROOFREADING	115	93	8

NARRATIVE WRITTEN COMPOSITION

RATING:	4	3	2	1	0
NUMBER:	0	15	58	49	1
PERCENT:	0	12	47	40	1

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 123 TOTAL WRITING:	61	50	62
	WRITING SCALED SCORE: 683			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 45			

GROUP CHARACTERISTICS

BASED ON 163 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	1	1
Students Exempt from All Tests : ARD	14	9
Students Exempt from All Tests : LEP	19	12
Other Students Not Tested	1	1
Number of Students Tested	128	79
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	36	22
Black	1	1
Hispanic	116	71
White	10	6
FREE/REDUCED PRICE MEAL PROGRAM	143	88
CHAPTER I PROGRAMS		
Chapter I Regular Program	53	33
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	3	2
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	5	3
Remedial Reading - TEAMS-Based	56	34
Remedial Writing - TEAMS-Based	4	2
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	163	100
Bilingual Program	85	52
English as a Second Language Program	46	28
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17	10
Emotionally Disturbed	0	0
Speech Handicapped	20	12
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	4	2
MODE OF ENTRY		
Alternative to Social Promotion	5	3
Retained	7	4
Promoted	151	93
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	61	37
Three Years or More	102	63

PASS/FAIL SUMMARY

BASED ON 128 STUDENTS WHO TOOK ONE OR MORE TESTS

	NUMBER	PERCENT
Passed All Tests Taken	45	35
Failed One Test Only	33	26
Failed Two Tests Only	26	20
Failed All Three Tests	24	19

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: **MAY 1987**

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: **FEBRUARY 1987**

DISTRICT: 227-901 AUSTIN ISD

GRADE: **05**

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. PLACE VALUE	111	71	45
	2. EQUIVALENT FRACTIONS	78	50	78
	3. DECIMALS (+,-)	117	75	39
	4. MULTIPLICATION	109	70	47
	5. DIVISION	73	47	83
	6. WORD PROBLEMS (+,-)	73	47	83
	7. WORD PROBLEMS (×,÷)	65	42	91
	8. WORD PROBLEMS (DECIMAL)	106	68	50
	9. MEASUREMENT UNITS	63	40	93
	10. GRAPHS	46	29	110
	11. PERIMETER OR AREA OF POLYGONS	131	84	25
	STUDENTS TESTED: 156 TOTAL MATHEMATICS:	84	54	72
	MATHEMATICS SCALED SCORE: 710			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 29			
READING	1. MAIN IDEA	49	34	95
	2. CONTEXT CLUES	80	56	64
	3. SPECIFIC DETAILS	72	50	72
	4. SEQUENCING OF EVENTS	43	30	101
	5. DRAWING CONCLUSIONS	50	35	94
	6. FACT, OPINION	54	38	90
	7. CAUSE-AND-EFFECT	87	60	57
	8. PARTS OF A BOOK	86	60	58
	9. GRAPHIC SOURCES	98	68	46
	STUDENTS TESTED: 144 TOTAL READING:	61	42	83
	READING SCALED SCORE: 694			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 21			
WRITING	1. CAPITALIZATION	111	77	33
	2. PUNCTUATION	90	63	54
	3. SPELLING	122	85	22
	4. CORRECT ENGLISH USAGE	108	75	36
	5. SENTENCE STRUCTURE	97	67	47
	6. PROOFREADING	102	71	42

DESCRIPTIVE WRITTEN COMPOSITION

RATING:	4	3	2	1	0
NUMBER:	4	15	65	59	1
PERCENT:	3	10	45	41	1

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
WRITING	STUDENTS TESTED: 144 TOTAL WRITING:	57	40	87
	WRITING SCALED SCORE: 672			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 32			

GROUP CHARACTERISTICS

BASED ON 249 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	1	0
Students Exempt from All Tests : ARD	14	6
Students Exempt from All Tests : LEP	73	29
Other Students Not Tested	3	1
Number of Students Tested	158	63
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	25	10
Black	1	0
Hispanic	213	86
White	10	4
FREE/REDUCED PRICE MEAL PROGRAM	224	90
CHAPTER I PROGRAMS		
Chapter I Regular Program	100	40
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	3	1
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	8	3
Remedial Reading - TEAMS-Based	100	40
Remedial Writing - TEAMS-Based	8	3
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	249	100
Bilingual Program	185	74
English as a Second Language Program	32	13
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17	7
Emotionally Disturbed	2	1
Speech Handicapped	13	5
Visually Handicapped	0	0
Other Handicapping Condition	1	0
GIFTED/TALENTED PROGRAM	5	2
MODE OF ENTRY		
Alternative to Social Promotion	10	4
Retained	8	3
Promoted	231	93
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	99	40
Three Years or More	150	60

PASS/FAIL SUMMARY

BASED ON 158 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	36	23
Failed One Test Only	44	28
Failed Two Tests Only	36	23
Failed All Three Tests	42	27

APPENDIX E
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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1987
DATE OF TESTING: FEBRUARY 1987
GRADE: 07

DISTRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. EQUIVALENCIES	94	69	43
	2. FRACTIONS (+,-)	68	50	69
	3. DECIMALS (+,-,×)	52	38	85
	4. WORD PROBLEMS (+,-,×,÷)	65	47	72
	5. DECIMAL WORD PROBLEMS (+,-,×)	61	45	76
	6. MEASUREMENT UNITS	61	45	76
	7. GEOMETRIC TERMS AND FIGURES	73	53	64
	8. PERIMETER OF POLYGONS	103	75	34
	9. CHARTS, GRAPHS	83	61	54
	10. PROBABILITY	73	53	64
	11. EQUATIONS	75	55	62
	STUDENTS TESTED: 137 TOTAL MATHEMATICS:	75	55	62
	MATHEMATICS SCALED SCORE: 716			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 23			
READING	1. MAIN IDEA	38	28	96
	2. CONTEXT CLUES	113	84	21
	3. SPECIFIC DETAILS	51	38	83
	4. SEQUENCING OF EVENTS	33	25	101
	5. DRAWING CONCLUSIONS	29	22	105
	6. FACT, OPINION	25	19	109
	7. CAUSE-AND-EFFECT	58	43	76
	8. REFERENCE SOURCES	117	87	17
	9. GRAPHIC SOURCES	115	86	19
	10. PARTS OF A BOOK	97	72	37
	STUDENTS TESTED: 134 TOTAL READING:	61	46	73
	READING SCALED SCORE: 684			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 17			
WRITING	1. CAPITALIZATION	80	59	55
	2. PUNCTUATION	66	49	69
	3. SPELLING	86	64	49
	4. CORRECT ENGLISH USAGE	48	36	87
	5. SENTENCE STRUCTURE	50	37	85
	6. PROOFREADING	98	73	37

CLASSIFICATORY WRITTEN COMPOSITION

RATING:	4	3	2	1	0
NUMBER:	0	9	67	54	5
PERCENT:	0	7	50	40	4

	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 135 TOTAL WRITING:	48	36	87

WRITING SCALED SCORE: 669
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 18

GROUP CHARACTERISTICS

BASED ON 227 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	5	2
Students Exempt from All Tests : ARD	17	7
Students Exempt from All Tests : LEP	61	27
Other Students Not Tested	3	1
Number of Students Tested	141	62
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	25	11
Black	1	0
Hispanic	195	86
White	6	3
FREE/REDUCED PRICE MEAL PROGRAM	193	85
CHAPTER I PROGRAMS		
Chapter I Regular Program	1	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	4	2
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	26	11
Remedial Reading - TEAMS-Based	30	13
Remedial Writing - TEAMS-Based	25	11
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	227	100
Bilingual Program	62	27
English as a Second Language Program	140	62
SPECIAL EDUCATION PROGRAMS		
Learning Disability	16	7
Emotionally Disturbed	5	2
Speech Handicapped	10	4
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	26	11
Promoted	201	89
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	62	27
Three Years or More	165	73

PASS/FAIL SUMMARY

BASED ON 141 STUDENTS WHO TOOK ONE OR MORE TESTS

	NUMBER	PERCENT
Passed All Tests Taken	30	21
Failed One Test Only	38	27
Failed Two Tests Only	35	25
Failed All Three Tests	38	27

86.22

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: **MAY 1987**

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: **FEBRUARY 1987**

DISTRICT: 227-901 AUSTIN ISD

GRADE: **09**

APPENDIX E
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TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	35	46	41
	2.FRACTIONS (+,-)	54	71	22
	3.DECIMALS (×,÷)	65	86	11
	4.WORD PROBLEMS (+,-,×,÷)	45	59	31
	5.WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	42	55	34
	6.PERSONAL FINANCE PROBLEMS	32	42	44
	7.WORD PROBLEMS (MEASUREMENT UNITS)	32	42	44
	8.AREA OF RECTANGLES, TRIANGLES	48	63	28
	9.PROBABILITY	29	38	47
	10.CHARTS, GRAPHS	28	37	48
	11.FORMULAS	36	47	40
	STUDENTS TESTED: 76 TOTAL MATHEMATICS:	45	59	31
	MATHEMATICS SCALED SCORE: 718			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 31			
READING	1.MAIN IDEA	25	33	51
	2.MEANING OF WORDS	51	67	25
	3.SPECIFIC DETAILS	29	38	47
	4.SEQUENCING OF EVENTS	22	29	54
	5.DRAWING CONCLUSIONS	33	43	43
	6.FACT, OPINION	16	21	60
	7.CAUSE-AND-EFFECT	18	24	58
	8.GENERALIZATIONS	43	57	33
	9.AUTHOR'S POINT OF VIEW	23	30	53
	10.REFERENCE SOURCES	53	70	23
	11.GRAPHIC SOURCES	57	75	19
	STUDENTS TESTED: 76 TOTAL READING:	23	30	53
	READING SCALED SCORE: 656			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 17			
WRITING	1.CAPITALIZATION	39	53	35
	2.PUNCTUATION	40	54	34
	3.SPELLING	55	74	19
	4.CORRECT ENGLISH USAGE	30	41	44
	5.SENTENCE STRUCTURE	49	66	25
	6.PROOFREADING	32	43	42
	STUDENTS TESTED: 74 TOTAL WRITING:	12	16	62
	WRITING SCALED SCORE: 596			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 11			

PERSUASIVE WRITTEN COMPOSITION

RATING:	4	3	2	1	0
NUMBER:	0	0	23	46	5
PERCENT:	0	0	31	62	7

GROUP CHARACTERISTICS

BASED ON 153 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	13	8
Students Exempt from All Tests : ARD	7	5
Students Exempt from All Tests : LEP	52	34
Other Students Not Tested	4	3
Number of Students Tested	77	50
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	26	17
Black	0	0
Hispanic	125	82
White	2	1
FREE/REDUCED PRICE MEAL PROGRAM	124	81
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	2	1
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	22	14
Remedial Reading - TEAMS-Based	23	15
Remedial Writing - TEAMS-Based	22	14
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	153	100
Bilingual Program	15	10
English as a Second Language Program	118	77
SPECIAL EDUCATION PROGRAMS		
Learning Disability	14	9
Emotionally Disturbed	6	4
Speech Handicapped	2	1
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	23	15
Promoted	130	85
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	66	43
Three Years or More	87	57

PASS/FAIL SUMMARY

BASED ON 77 STUDENTS WHO TOOK ONE OR MORE TESTS

	NUMBER	PERCENT
Passed All Tests Taken	11	14
Failed One Test Only	14	18
Failed Two Tests Only	24	31
Failed All Three Tests	28	36

APPENDIX E
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TEAMS

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: NOVEMBER 1986

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING October 1986

ISTRICT: 227-901 AUSTIN ISD

GRADE: 11-EXIT LEVEL

TEST PERFORMANCE

UB-ECT REAS STED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	28	68	13
	2.ROUNDING OF NUMBERS	20	49	21
	3.EQUIVALENCIES	28	68	13
	4.EXPONENTIAL/STANDARD NOTATION	32	78	9
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	23	56	18
	6.DECIMALS (+,-,x,÷)	36	88	5
	7.INTEGERS ([illegible])	36	88	5
	8.MULTIPLE OPERATIONS (+,-,x,÷)	23	56	18
	9.PROPORTION	20	49	21
	10.PERCENT	24	59	17
	11.MEASUREMENT UNITS	19	46	22
	12.GEOMETRIC FORMULAS	30	73	11
	13.GEOMETRIC PROPERTIES	21	51	20
	14.AVERAGES	23	56	18
	15.PROBABILITY	27	66	14
	16.CHARTS, GRAPHS	33	80	8
	17.FORMULAS	19	46	22
	18.EQUATIONS	31	76	10
	STUDENTS TESTED: 41 TOTAL MATHEMATICS:	31	76	10
	MATHEMATICS SCALED SCORE: 714			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 46			
LANGUAGE ARTS	1.MAIN IDEA	19	44	24
	2.CONTEXT CLUES	37	86	6
	3.WORD STRUCTURE	31	72	12
	4.SPECIFIC DETAILS	39	91	4
	5.SEQUENCING OF EVENTS	28	65	15
	6.DRAWING CONCLUSIONS	18	42	25
	7.FACT, OPINION	17	40	26
	8.REFERENCE SOURCE IDENTIFICATION	31	72	12
	9.REFERENCE SOURCE USAGE	37	86	6
	10.LITERARY ANALYSIS	30	70	13
	11.CAPITALIZATION	27	63	16
	12.PUNCTUATION	15	35	28
	13.SPELLING	15	35	28
	14.CORRECT ENGLISH USAGE	10	23	33
	15.SENTENCE STRUCTURE	9	21	34
	16.SENTENCE COMBINING	27	63	16
	17.PROOFREADING	9	21	34
	18.ORGANIZATION SKILLS	28	65	15
	STUDENTS TESTED: 43 TOTAL LANGUAGE ARTS:	19	44	24
	LANGUAGE ARTS SCALED SCORE: 686			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 14			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 13			

GROUP CHARACTERISTICS

BASED ON THE TOTAL NUMBER OF ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Total Number of Answer Documents Submitted	48	100
Students Absent for Both Tests	0	0
Students Exempt from Both Tests	4	8
Other Students Not Tested	0	0
Number of Students Tested	44	92
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	11	23
Black	2	4
Hispanic	29	60
White	6	13
FREE/REDUCED PRICE MEAL PROGRAM	23	48
CHAPTER I PROGRAMS		
Chapter I Regular Program	1	2
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	1	2
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	1	2
Remedial Language Arts - TEAMS-Based	2	4
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	48	100
Bilingual Program	0	0
English as a Second Language Program	33	69
SPECIAL EDUCATION PROGRAMS		
Learning Disability	3	6
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	1	2
GRADUATION PLANS		
Regular	44	92
Advanced/Advanced with Honors	4	8
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	16	33
Three Years or More	32	67

PASS/FAIL SUMMARY

BASED ON THE NUMBER OF STUDENTS WHO TOOK ONE OR BOTH TESTS

	NUMBER	PERCENT
Passed All Tests Taken	17	39
Failed One Test Only	20	45
Failed Both Tests	7	16

86.22

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1987
DATE OF TESTING: MAY 1987
DISTRICT: 227-901 AUSTIN ISD
GRADE: 11-EXIT LEVEL

APPENDIX E
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TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	9	56	7
	2.ROUNDING OF NUMBERS	9	56	7
	3.EQUIVALENCIES	11	69	5
	4.EXPONENTIAL/STANDARD NOTATION	12	75	4
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	9	56	7
	6.DECIMALS (+,-,x,÷)	14	88	2
	7.INTEGERS (÷)	12	75	4
	8.MULTIPLE OPERATIONS (+,-,x,÷)	7	44	9
	9.PROPORTION	10	63	6
	10.PERCENT	6	38	10
	11.MEASUREMENT UNITS	10	63	6
	12.GEOMETRIC FORMULAS	15	94	1
	13.GEOMETRIC PROPERTIES	10	63	6
	14.AVERAGES	11	69	5
	15.PROBABILITY	9	56	7
	16.CHARTS, GRAPHS	12	75	4
	17.FORMULAS	7	44	9
	18.EQUATIONS	11	69	5
	STUDENTS TESTED: 16 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 714	14	88	2
LANGUAGE ARTS	1.MAIN IDEA	15	56	12
	2.CONTEXT CLUES	22	81	5
	3.WORD STRUCTURE	11	41	16
	4.SPECIFIC DETAILS	22	81	5
	5.SEQUENCING OF EVENTS	19	70	8
	6.DRAWING CONCLUSIONS	13	48	14
	7.FACT, OPINION	8	30	19
	8.REFERENCE SOURCE IDENTIFICATION	23	85	4
	9.REFERENCE SOURCE USAGE	26	96	1
	10.LITERARY ANALYSIS	16	59	11
	11.CAPITALIZATION	14	52	13
	12.PUNCTUATION	6	22	21
	13.SPELLING	9	33	18
	14.CORRECT ENGLISH USAGE	3	11	24
	15.SENTENCE STRUCTURE	7	26	20
	16.SENTENCE COMBINING	19	70	8
	17.PROOFREADING	5	19	22
	18.ORGANIZATION SKILLS	17	63	10
	STUDENTS TESTED: 27 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 675	9	33	18

GROUP CHARACTERISTICS

BASED ON 30 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for Both Tests	0	0
Students Exempt from Both Tests : ARD	0	0
Other Students Not Tested	1	3
Number of Students Tested	29	97
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	7	23
Black	1	3
Hispanic	19	63
White	3	10
FREE/REDUCED PRICE MEAL PROGRAM	15	50
CHAPTER I PROGRAMS		
Chapter I Regular Program	1	3
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	3	10
Remedial Language Arts - TEAMS-Based	3	10
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	30	100
Bilingual Program	0	0
English as a Second Language Program	18	60
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	1	3
GRADUATION PLANS		
Regular	28	93
Advanced/Advanced with Honors	2	7
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	15	50
Three Years or More	15	50

PASS/FAIL SUMMARY

BASED ON 29 STUDENTS WHO TOOK ONE OR BOTH TESTS

	NUMBER	PERCENT
Passed All Tests Taken	11	38
Failed One Test Only	16	55
Failed Both Tests	2	7

Attachment E-5
(Page 2 of 4)

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: NOVEMBER 1986

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: OCTOBER 1986

DISTRICT: 227-901 AUSTIN ISD

GRADE: 12-EXIT LEVEL

APPENDIX E
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Attachment E-5
(Page 3 of 4)

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. SEQUENCING OF NUMBERS	6	75	2
	2. ROUNDING OF NUMBERS	4	50	4
	3. EQUIVALENCIES	6	75	2
	4. EXPONENTIAL/STANDARD NOTATION	7	88	1
	5. FRACTIONS, MIXED NUMBERS (+,-,x)	5	63	3
	6. DECIMALS (+,-,x,÷)	7	88	1
	7. INTEGERS (+)	6	75	2
	8. MULTIPLE OPERATIONS (+,-,x,÷)	5	63	3
	9. PROPORTION	4	50	4
	10. PERCENT	4	50	4
	11. MEASUREMENT UNITS	4	50	4
	12. GEOMETRIC FORMULAS	5	63	3
	13. GEOMETRIC PROPERTIES	5	63	3
	14. AVERAGES	6	75	2
	15. PROBABILITY	4	50	4
	16. CHARTS, GRAPHS	7	88	1
	17. FORMULAS	5	63	3
	18. EQUATIONS	5	63	3
	STUDENTS TESTED: 8 TOTAL MATHEMATICS:	6	75	2
	MATHEMATICS SCALED SCORE: 711			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 46			
LANGUAGE ARTS	1. MAIN IDEA	4	29	10
	2. CONTEXT CLUES	9	64	5
	3. WORD STRUCTURE	8	57	6
	4. SPECIFIC DETAILS	12	86	2
	5. SEQUENCING OF EVENTS	11	79	3
	6. DRAWING CONCLUSIONS	4	29	10
	7. FACT, OPINION	4	29	10
	8. REFERENCE SOURCE IDENTIFICATION	10	71	4
	9. REFERENCE SOURCE USAGE	14	100	0
	10. LITERARY ANALYSIS	8	57	6
	11. CAPITALIZATION	9	64	5
	12. PUNCTUATION	7	50	7
	13. SPELLING	4	29	10
	14. CORRECT ENGLISH USAGE	5	36	9
	15. SENTENCE STRUCTURE	1	7	13
	16. SENTENCE COMBINING	9	64	5
	17. PROOFREADING	0	0	14
	18. ORGANIZATION SKILLS	5	36	9
	STUDENTS TESTED: 14 TOTAL LANGUAGE ARTS:	5	36	9
	LANGUAGE ARTS SCALED SCORE: 668			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 08			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 12			

GROUP CHARACTERISTICS

BASED ON THE TOTAL NUMBER OF ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Total Number of Answer Documents Submitted	15	100
Students Absent for Both Tests	0	0
Students Exempt from Both Tests	0	0
Other Students Not Tested	1	7
Number of Students Tested	14	93
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	5	33
Black	0	0
Hispanic	7	47
White	3	20
FREE/REDUCED PRICE MEAL PROGRAM	7	47
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	2	13
Remedial Language Arts - TEAMS-Based	8	53
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	15	100
Bilingual Program *	0	0
English as a Second Language Program	12	80
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
GRADUATION PLANS		
Regular	15	100
Advanced/Advanced with Honors	0	0
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	6	40
Three Years or More	9	60

PASS/FAIL SUMMARY

BASED ON THE NUMBER OF STUDENTS WHO TOOK ONE OR BOTH TESTS

	NUMBER	PERCENT
Passed All Tests Taken	5	36
Failed One Test Only	7	50
Failed Both Tests	2	14

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: MAY 1987

LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: MAY 1987

DISTRICT: 227-901 AUSTIN ISD

GRADE: 12-EXIT LEVEL

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. SEQUENCING OF NUMBERS	NO DATA REPORTED FOR FEWER THAN 5 STUDENTS		
	2. ROUNDING OF NUMBERS			
	3. EQUIVALENCIES			
	4. EXPONENTIAL/STANDARD NOTATION			
	5. FRACTIONS, MIXED NUMBERS (+,−,×)			
	6. DECIMALS (+,−,×,÷)			
	7. INTEGERS (+)			
	8. MULTIPLE OPERATIONS (+,−,×,÷)			
	9. PROPORTION			
	10. PERCENT			
	11. MEASUREMENT UNITS			
	12. GEOMETRIC FORMULAS			
	13. GEOMETRIC PROPERTIES			
	14. AVERAGES			
	15. PROBABILITY			
	16. CHARTS, GRAPHS			
	17. FORMULAS			
	18. EQUATIONS			
	STUDENTS TESTED: 2 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE:			
LANGUAGE ARTS	1. MAIN IDEA	3	38	5
	2. CONTEXT CLUES	5	63	3
	3. WORD STRUCTURE	1	13	7
	4. SPECIFIC DETAILS	7	88	1
	5. SEQUENCING OF EVENTS	5	63	3
	6. DRAWING CONCLUSIONS	2	25	6
	7. FACT, OPINION	3	38	5
	8. REFERENCE SOURCE IDENTIFICATION	7	88	1
	9. REFERENCE SOURCE USAGE	8	100	0
	10. LITERARY ANALYSIS	7	88	1
	11. CAPITALIZATION	4	50	4
	12. PUNCTUATION	0	0	8
	13. SPELLING	2	25	6
	14. CORRECT ENGLISH USAGE	0	0	8
	15. SENTENCE STRUCTURE	1	13	7
	16. SENTENCE COMBINING	5	6[illegible]	3
	17. PROOFREADING	0	0	8
	18. ORGANIZATION SKILLS	6	75	2
	STUDENTS TESTED: 8 TOTAL LANGUAGE ARTS:	3	38	5
	LANGUAGE ARTS SCALED SCORE: 650			

GROUP CHARACTERISTICS

BASED ON 9 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for Both Tests	1	11
Students Exempt from Both Tests : ARD	0	0
Other Students Not Tested	0	0
Number of Students Tested	8	89
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	4	44
Black	0	0
Hispanic	5	56
White	0	0
FREE/REDUCED PRICE MEAL PROGRAM	6	67
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	1	11
Remedial Language Arts - TEAMS-Based	6	67
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	9	100
Bilingual Program	0	0
English as a Second Language Program	8	89
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
GRADUATION PLANS		
Regular	9	100
Advanced/Advanced with Honors	0	0
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	7	78
Three Years or More	2	22

PASS/FAIL SUMMARY

BASED ON 8 STUDENTS WHO TOOK ONE OR BOTH TESTS

Passed All Tests Taken	3	38
Failed One Test Only	4	50
Failed Both Tests	1	13

ELEMENTARY MASTERING PERCENT
SPRING, '87

ENGLISH LEP	Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta	
Mathematics GRADE 1	76	81	82	NA	79	81	81	76	
3	72	82	84	78	70	71	59	63	
5	64	76	84	64	69	80	54	53	
Reading 1	55	70	67	NA	63	61	58	52	
3	52	58	64	41	37	52	30	28	
5	42	44	58	43	54	64	41	38	
Writing 1	74	86	76	NA	73	72	74	69	
3	50	68	61	40	37	47	22	41	
5	40	64	65	22	44	50	24	23	

OFFICIAL RESULTS AS REPORTED BY TEA

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APPENDIX E
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ENGLISH LEP

SECONDARY MASTERING PERCENT SPRING '87

		Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta
MATHEMATICS									
	7	55	62	78	51	55	73	56	63
	9	59	54	61	53	45	67	45	60
	OCT 11	76	59	71	–	59	78	61	–
	MAY 11	88	69	54	–	79	40	39	–
	OCT 12	75	–	59	–	58	–	–	–
	MAY 12	100 (N=3)	–	50	–	← (N=4)	–	–	–
READING	7	46	60	49	13	51	66	24	49
	9	30	50	37	21	36	51	33	47
LA	O 11	44	41	37	–	38	54	34	–
	M 11	33	35	20	–	33	30	17	–
	O 12	36 36	–	53	–	48	–	–	–
	M 12	38 38	–	34	–	62	–	–	–
WRITING	7	36	57	38	13	45	49	36	41
	9	16	53	37	15	25	32	22	33

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management and Information
Office of Research and Evaluation

December 9, 1986

This summer, the "Big Eight" school districts were asked to answer some questions about their Limited-English-Proficient (LEP) student population. It was hoped that this context information might help in interpreting TEAMS results for LEP students.

Figure 1 shows that the languages represented vary considerably.

- The percentage of Hispanic LEP students ranged from 80% in Fort Worth to 99% in San Antonio and Ysleta.
- The total number of languages represented ranged from 8 in Ysleta to 87 in Houston.

Figure 2 illustrates that most districts exit LEP students after three or four years but criteria vary.

- Six out of eight districts listed three to four years as the average time it took for LEP students to exit the program. Houston listed a shorter time of two years and Fort Worth did not provide that information.
- The majority of exited students do tend to score above the 40th %ile. However, exit guidelines and the percentage of students exiting between the 23rd and 39th percentile and those exiting above the 40th percentile do seem to vary among the districts.

The percentage of LEP students dominant in English and another language varies considerably across the Big Eight.

- Corpus Christi reported the highest percentage of English-dominant students.
- At grades 3 and 5, Houston reported the highest percentage of other language dominant students; at grades 7 and 9, Ysleta reported the highest percentage of other language dominant students.

A new question that has come up is how the LEP population has increased in the districts in the last three years. Austin's LEP counts for the last three years have been 2,628, 2,976, and 3,722 (without Pre-K). Thus, the LEP K-12 population in Austin has risen about 42%. How about your districts? (El Paso indicated their number LEP has been fairly stable.) The percentage of new LOTE students identified as LEP (Bill Denton's data) is also relevant.

#16 bigeight

DISTRICT	TOTAL # LANGUAGES	% SPANISH	% VIETNAMESE	% OTHER
Austin	45	87%	6%	7%
Corpus Christi	16	98%	1%	1%
Dallas	50	91%	2%	7%
El Paso	15	98%	-	2%
Ft. Worth	42	80%	10%	10%
Houston	87	87%	5%	8%
San Antonio	10	99%	-	1%
Ysleta	8	99%	<1%	<1%

Figure 1. LEP POPULATIONS IN BIG EIGHT -- TOTAL LANGUAGES REPRESENTED AND PERCENTAGE SPANISH, VIETNAMESE AND OTHER.

District	Average Years To Exit	New Exits - Criteria Used		Tests
		23rd - 39th %ile	≥40th %ile	
Austin	4	37%	63%	ITBS TAP
Corpus Christi	3	N/A	N/A	
Dallas	3-4	4.5%* 40%**	94%* 37%**	ITBS TAP
El Paso	4	11%***	40%***	ITBS and OLDM/PM
Ft. Worth	N/A	N/A	N/A	
Houston	2	26%	51%	ITBS TAP
San Antonio	3	R=31% LA=18%	R=51% LA=72%	1978 Metropolitan
Ysleta	3	R=29% LA=17%	R=71% LA=83%	MAT6

* Elementary must exit ≥40%.
** Secondary allowed exit between 23%-39% in 1986 for the first time.
*** These percents don't total tu 100% because El Paso exited 49% of their students below the 23rd percentile.

NOTE-- Not sure why some districts' percentages do not total 100%.

Figure 2. AVERAGE YEARS TO EXIT AND PERCENTAGES EXITED AND CRITERIA USED.

Grade	3			5			7			9		
District	% English	% Balanced	% Other	% English	% Balanced	% Other	% English	% Balanced	% Other	% English	% Balanced	% Other
Austin	21%	19%	60%	25%	32%	43%	29%	37%	34%	18%	23%	59%
Corpus Christi	61%	22%	17%	74%	8%	18%	55%	36%	9%	56%	37%	7%
Dallas	53%	31%	6%	69%	21%	23%	49%	44%	17%	38%	53%	9%
El Paso	11%	31%	58%	13%	51%	36%	-	-	-	-	-	-
Ft. Worth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Houston	16%	*	85%	21%	*	79%	43%	*	57%	54%	*	46%
San Antonio	49%	27%	23%	45%	14%	41%	39%	21%	40%	34%	20%	45%
Ysleta	68%	-	32%	86%	-	14%	34%	-	66%	14%	-	86%

LAS used in Houston, San Antonio, Dallas. Austin used PAL and LAB.

*Houston does not calculate "balanced" bilingual.

Figure 3. PERCENTAGE OF ENGLISH DOMINANT, BALANCED-BILINGUAL AND OTHER LANGUAGE DOMINANT LEP STUDENTS.

86.22

APPENDIX E

Attachment E-7
(Page 1 of 2)

TEAMS

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: JUNE 1987
DATE OF TESTING: APRIL 1987
GRADE: 01-SPANISH

DISTRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SECUENCIA DE NUMEROS	260	86	41
	2.VALOR DE POSICION	294	98	7
	3.COMPARACION DE NUMEROS	254	84	47
	4.SUMAS	278	92	23
	5.RESTAS	268	89	33
	6.PROBLEMAS RAZONADOS	288	96	13
	7.MIDIENDO EL TIEMPO	261	87	40
	8.FIGURAS GEOMETRICAS	296	98	5
	STUDENTS TESTED: 301 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 854	264	88	37
READING	1.IDEA PRINCIPAL	244	81	57
	2.RECONOCIMIENTO DE PALABRAS	297	99	4
	3.CLAVES DE CONTEXTO	223	74	78
	4.CORRESPONDENCIA DE DIBUJO Y ORACION	277	92	24
	5.ANALISIS FONETICO	266	88	35
	6.DETALLES ESPECIFICOS	246	82	55
	7.SECUENCIA DE EVENTOS	228	76	73
	8.ANTICIPANDO DESENLACES	223	74	78
	STUDENTS TESTED: 301 TOTAL READING: READING SCALED SCORE: 824	259	86	42
WRITING	1.USO DE MAYUSCULAS	246	82	55
	2.PUNTUACION	233	77	68
	3.ORTOGRAFIA	266	88	35
	STUDENTS TESTED: 301 TOTAL WRITING: WRITING SCALED SCORE: 842	257	85	44

GROUP CHARACTERISTICS

BASED ON 316 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	1	0
Students Exempt from All Tests : ARD	5	2
Students Exempt from All Tests : LEP	0	0
Other Students Not Tested	9	3
Number of Students Tested	301	95
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	1	0
Hispanic	302	96
White	13	4
FREE/REDUCED PRICE MEAL PROGRAM	277	88
CHAPTER I PROGRAMS		
Chapter I Regular Program	147	47
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	6	2
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	316	100
Bilingual Program	287	91
English as a Second Language Program	1	0
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2	1
Emotionally Disturbed	2	1
Speech Handicapped	6	2
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
PREVIOUS KINDERGARTEN ATTENDANCE		
Half-day	3	1
Full-day	254	80
Did Not Attend	59	19

PASS/FAIL SUMMARY

BASED ON 301 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	227	75
Failed One Test Only	38	13
Failed Two Tests Only	23	8
Failed All Three Tests	13	4

TEAMS
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

REPORT DATE: MAY 1987

ALL STUDENTS

DATE OF TESTING: FEBRUARY 1987

DISTRICT: 227-901 AUSTIN ISD

GRADE: 03-SPANISH

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDENAR NUMEROS	127	80	32
	2.VALOR DE POSICION	121	76	38
	3.NUMERACION	151	95	8
	4.NUMEROS EN FORMA DESARROLLADA	135	85	24
	5.FRACCIONES	140	88	19
	6.SUMAS	140	88	19
	7.RESTAS	127	80	32
	8.PROBLEMAS RAZONADOS (+)	149	94	10
	9.PROBLEMAS RAZONADOS (-)	118	74	41
	10.UNIDADES DE MEDIDA	97	61	62
	11.MODELOS VISUALES	153	96	6
	STUDENTS TESTED: 159 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 802	137	86	22
READING	1.IDEA PRINCIPAL	111	71	45
	2.RECONOCIMIENTO DE PALABRAS	141	90	15
	3.CLAVES DE CONTEXTO	115	74	41
	4.PALABRAS COMPUESTAS	131	84	25
	5.ANALISIS FONETICO	132	85	24
	6.DETALLES ESPECIFICOS	139	89	17
	7.SECUENCIA DE EVENTOS	128	82	28
	8.ANTICIPANDO DESENLACES	134	86	22
	9.TABLA DE CONTENIDO	149	96	7
	STUDENTS TESTED: 156 TOTAL READING: READING SCALED SCORE: 836	150	96	6
WRITING	1.USO DE MAYUSCULAS	142	89	17
	2.PUNTUACION	121	76	38
	3.ORTOGRAFIA	144	91	15
	4.CONCORDANCIA DE SUJETO Y VERBO	155	97	4
	5.ESTRUCTURA DE ORACIONES	139	87	20
	6.CORREGIR	117	74	42
	7.USO DE CONJUNCIONES	136	86	23
	STUDENTS TESTED: 159 TOTAL WRITING: WRITING SCALED SCORE: 854	151	95	8

GROUP CHARACTERISTICS

BASED ON 170 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent for All Tests	0	0
Students Exempt from All Tests : ARD	8	5
Students Exempt from All Tests : LEP	3	2
Other Students Not Tested	0	0
Number of Students Tested	159	. 94
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	1	1
Hispanic	166	98
White	3	2
FREE/REDUCED PRICE MEAL PROGRAM	155	91
CHAPTER I PROGRAMS		
Chapter I Regular Program	97	57
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	7	4
Chapter I Migrant Remedial Writing Program	0	0
OTHER REMEDIAL/COMPENSATORY PROGRAMS - TEAMS-BASED		
Remedial Mathematics - TEAMS-Based	5	3
Remedial Reading - TEAMS-Based	83	49
Remedial Writing - TEAMS-Based	5	3
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	170	100
Bilingual Program	152	89
English as a Second Language Program	4	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	4	2
Emotionally Disturbed	0	0
Speech Handicapped	5	3
Visually Handicapped	0	0
Other Handicapping Condition	2	1
GIFTED/TALENTED PROGRAM	3	2
MODE OF ENTRY		
Alternative to Social Promotion	8	5
Retained	7	4
Promoted	155	91
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	74	44
Three Years or More	96	56

PASS/FAIL SUMMARY

BASED ON 159 STUDENTS WHO TOOK ONE OR MORE TESTS

	NUMBER	PERCENT
Passed All Tests Taken	133	84
Failed One Test Only	18	11
Failed Two Tests Only	6	4
Failed All Three Tests	2	[illegible]

APPENDIX E
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BILINGUAL/ESL PROGRAMS

Appendix F

LANG MASTERFILE

LANG Masterfile

Purpose

The LANG Masterfile was used to provide basic information on LEP children of the District and to provide data addressing the following decision and evaluation questions.

Decision Question D2: Should staffing be changed or increased to better meet the needs of LEP students?

Evaluation Question D2-1: How many LEP students does AISD have?
-- By grade
-- By school
-- By language
-- By dominance (elementary)
-- By special education status
-- By parent denial status

Evaluation Question D2-2: What percent of AISD's new 1986-87 LOTE students became LEP (Spanish only and all)?

Evaluation Question D2-3: What is the dominance of this year's new LEP students compared to last year's (PAL versus IDEA and elementary versus secondary)? How many new LEP students were classified as limited in both English and Spanish?

Evaluation Question D2-5: How many Spanish and Vietnamese LEP students are served by the Transitional Bilingual Education (TBE) Program? English-as-a-Second Language (ESL) Program? Neither? How many other LEP students are served by ESL? No program?

Procedure

The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a language other than English indicated on their Home Language Survey (HLS). Of particular interest are those students of limited English proficiency (LEP). Federal, State, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's responsibilities for LEP pupils. A number of District departments request a wide variety of information from these files on an as-needed basis. Thus, quick and accurate responses are essential.

The screen format changed this year to accommodate some changes in data collection and to make it easier to read. Complete information on the new screen is included as Attachment F-1.

The data analyst updated the LANG file with the Student Masterfile each Monday to reflect any changes (grade, ID number, or school) made to the Student Masterfile during the week. The weekly update kept our file as accurate as possible, which made information sent out to the schools more useful. The file was also updated with the SEMS which is the Special Education file. If any of the LEP students were on that file, those students were designated as Special Ed LEP students.

Identification

At the beginning of school each year, the LPAC (Language Proficiency Assessment Committee) is instructed to identify all students new to the district, obtain home language surveys from their parents, and follow-up on students whose survey indicates a language other than English is used in the home. All of this must be done within four weeks of the students' entry to school. The same procedure is also followed for students who enter school during the year. The identification process entails the administration of an English language test to determine the student's proficiency in English. Students who fail to establish proficiency are classified as limited English proficient (LEP) and must be provided special instruction. The type of special instruction required is based on the student's English language proficiency and proficiency in the native language. Dominance is established for Hispanic pupils by comparing Spanish and English scores obtained from tests designed to assess dominance--IDEA Oral Language of Proficiency Test I (IDEA), elementary; Language Assessment Battery (LAB), secondary. Non-Hispanic LEP pupils are assessed for dominance via a parent interview. Those students in grades 2-12 who "pass" the English proficiency test must also be tested with a standardized achievement test. Those who fail to reach criterion are identified as LEP and must be provided special instruction.

The forms that need to be filled out and sent to ORE are the New Entry Form and the Program Approval/Disapproval form. Once sent in, the information is entered into the LANG screen.

Official LEP Count

TEA requests a count of the number of LEP students each fall. In 1986-87, it was due on November 1. The counts were run October 23, 1986 to be consistent with previous years (school started later this year).

Prekindergarten counts were the last to come in from some schools because the LPAC coordinator and pre-K teachers did not communicate clearly in all schools as to whose responsibility it was to identify the LEP students and send in the completed forms. Once it was made clear, the forms started coming in. As it turned out, in some schools the pre-K teachers did all the testing and the LPAC chair sent in the necessary forms. In other schools the pre-K teacher did everything and in others the LPAC chair did everything.

There were problems, however, at all grade levels; several schools were very slow in sending in any of the LEP information. Numerous attempts were made to get the completed forms sent in before October 23rd, even though the deadline had been September 30th. The Evaluation Associate for District Priorities, the bilingual coordinators, the Director of Bilingual Education, and the supervising principals all made calls to the problem schools in an attempt to get a better response rate.

To alleviate the problem next year, the Director of Bilingual Education, the coordinator for the secondary bilingual program and the evaluator in charge of evaluating the bilingual programs met to draw up a plan to prevent some of the same problems from reoccurring. A summary of problems and suggestions for improvement is included as Attachment F-2.

The TEA report (as sent October 29) is shown in Attachment F-3. Official counts were presented to the Board for their information by language, school, and grade (see Attachment F-4).

Annual Reviews (L7's)

During 1986-87, based on new requirements and comments made by the Texas Education Agency (TEA) during their monitoring visits, the L7's were revised. Copies of the new Annual Review Status Forms are included as Attachment F-5.

In the process of changing the content of the L7's, the format was also changed. They were printed on letter size to make them easier to handle. The L7's are now more comprehensive as well.

A new ruling (see Attachment F-6) on retesting of kindergarten and first grade students scoring above the 40th percentile in Reading and Language Arts on the ITBS will also change the way our L7's for grade 1 are done next year.

Exit

A student exits LEP status via the review process. To exit, a student must meet the achievement criteria involving reading and language. English language proficiency must also be demonstrated for students whose language and reading total scores are both above the 23rd %ile. The LPAC is responsible for reviewing each LEP student.

This year was the first time that an attempt was made to exit parent denials. If a student was a parent denial but had achievement scores high enough to exit, an L7 was sent to the LPAC to decide whether the student should remain LEP or exit LEP status. If the achievement scores were less than 23, an L7 was also sent so the student could be reoffered the program.

Attachment F-7 includes the sample memos used when L7's were sent out to the schools.

Review of Previous Exits

Students who have exited LEP status are reviewed (one and two years after exiting) to determine if exiting was premature. The review is conducted in the late spring, along with all other reviews of LEP students.

This year a LEP status of "5" was added to include students who had previously exited LEP status and have now fallen below the criteria. They have reentered LEP status but will be served with an alternate program (e.g., Chapter 1 or tutoring) not with bilingual/ESL instruction.

Results

Evaluation Question D2-1. How many LEP students does AISD have?

- By grade
- By school
- By language
- By dominance (language)
- By Special Education Status
- By parent denial status

Evaluation Question D2-2: What percent of AISD's new 1986-87 LOTE students became LEP (Spanish only and all)?

Evaluation Question D2-3: What is the dominance of this year's new LEP students compared to last year's (PAL versus IDEA and elementary versus secondary)? How many new LEP students were classified as limited in both English and Spanish? (Please refer to Appendix A of this report for information regarding tis question.)

Evaluation Question D2-5: How many Spanish and Vietnamese LEP students are served by the Transitional Bilingual Education (TBE) Program? English-as-a-Second Language (ESL) Program? Neither? How many other LEP students are served by ESL? No program?

Three different counts were run during the year. They were:

- Official October, 1986 counts
- Revised October counts
- Spring, 1987 count

The revised October count is based on the official October counts updated in January, 1987 with the Student Masterfile File (STUD) and Special Ed File. The method in which the October counts were officially calculated did not reflect as true a picture of LEP students enrolled in school, because some students who never showed up at school were still listed on the STUD file. The new method of calculating the numbers will be better in presenting a more accurate count by using the Attendance File (ATND) for elementary and the Student Grade Report (SGR) File for secondary. These files are more up-to-date in the fall. Beginning in fall, 1987, all counts will be run with the "revised" method.

Figure F-1 shows the official October, 1986 counts. Figure F-2 shows the revised October, 1986 counts, and Figure F-3 shows the spring, 1987 counts.

During the 1986-87 school year, AISD's LEP programs served 4,562 students for part or all of the year. Weekley updates of the file showed that the number of LEP students being served at the same time tends to increase until November and to decline thereafter during the year. The highest count of LEP students was for the week of November 7, with 3,871 students being served at the same time.

FIGURE F-1
FALL, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS OFFICIAL OCTOBER COUNTS*

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	421	544	610	397	331	299	244	227	283	144	169	97	54	33	3,853
# Special Ed.	0	9	9	12	25	34	31	35	42	25	33	17	10	8	290
Total LEP Served	421	553	619	409	356	333	275	262	325	169	202	114	64	41	4,143
# of Students with Parent Denial for Bil./ESL Program	0	12	22	11	16	9	45	45	81	51	67	65	72	55	551
TOTAL LEP	421	565	641	420	372	342	320	307	406	220	269	179	136	96	4,694
# Students Served															
Bil. Ed. Total	385	491	540	357	285	265	218	199	79	56	0	0	0	0	2,875
Hispanic	381	482	530	346	274	260	209	186	79	56	0	0	0	0	2,803
Vietnamese	4	9	10	11	11	5	9	13	0	0	0	0	0	0	72
English as a Second Language Total	36	53	70	40	46	34	26	28	204	88	169	97	54	33	978
Hispanic	1	10	12	7	7	1	3	2	163	65	132	77	34	22	536
Vietnamese	8	2	8	8	2	8	5	8	17	11	15	9	11	2	114
All Others	27	41	50	25	37	25	18	18	24	12	22	11	9	9	328
Special Education Total	0	9	9	12	25	34	31	35	42	25	33	17	10	8	290
Hispanic	0	8	9	12	25	31	29	33	42	21	31	16	9	8	274
Vietnamese	0	0	0	0	0	0	1	0	0	1	1	0	0	0	3
All Others	0	1	0	0	0	3	1	2	0	3	1	1	1	0	13
LEP Status by Dominance															
Hispanic															
Span. Dominant	242	325	378	236	171	138	93	85	93	59	96	63	26	17	2,022
Balanced Bil.	0	11	66	65	68	80	80	76	103	44	37	17	7	7	661
Eng. Dominant	122	156	107	63	65	73	64	57	86	36	28	12	8	4	881
Vietnamese															
Viet. Dominant	12	10	15	18	13	8	13	18	16	10	15	7	11	2	168
Balanced Bil.	0	1	1	0	0	1	1	1	1	1	0	0	0	0	7
Eng. Dominant	0	0	1	1	0	3	1	0	0	0	0	0	0	0	6

SPRING, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS

Number of LEP Exits in 1987	0	19	43	67	53	49	40	35	40	28	29	19	14	10	446
Average Number of Years to Exit	0	1.1	1.7	2.3	2.8	3.4	4.2	4.3	5.1	5.6	5.2	4.8	5.0	3.7	3.6

*The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's responsibilities for LEP pupils.

FIGURE F-2

REVISED FALL, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	425	526	554	352	295	277	214	198	253	129	159	78	48	34	3,542
# Special Ed.	1	16	27	30	38	45	38	45	45	33	37	15	10	7	387
Total LEP Served	**426**	**542**	**581**	**382**	**333**	**322**	**252**	**243**	**298**	**162**	**196**	**93**	**58**	**41**	**3,929**
# of Students with Parent Denial for Bil./ESL Program	0	12	20	10	13	8	38	39	75	47	60	63	60	48	493
TOTAL LEP	**426**	**554**	**601**	**392**	**346**	**330**	**290**	**282**	**373**	**209**	**256**	**156**	**118**	**89**	**4,422**
LEP Status by Dominance															
Hispanic															
Span. Dominant	241	326	356	226	162	135	85	77	86	57	89	52	28	15	1,935
Balanced Bil.	0	10	66	58	60	77	74	71	95	41	39	15	7	6	619
Eng. Dominant	123	150	99	63	65	74	60	57	80	35	30	9	6	5	856
Vietnamese															
Viet. Dominant	13	7	19	14	13	7	11	16	15	10	15	8	7	3	158
Balanced Bil.	0	0	2	0	0	1	1	1	1	1	0	0	0	0	7
Eng. Dominant	0	0	1	0	0	2	1	0	0	0	0	0	0	0	4

SUMMARY STATISTICS REGARDING LEP STUDENTS
BASED ON NOVEMBER 7, 1986 COUNTS

Bil. Ed. Total	**404**	**490**	**513**	**337**	**257**	**256**	**196**	**184**	**79**	**53**	**0**	**0**	**0**	**0**	**2,769**
Hispanic	391	480	492	325	245	245	184	167	79	53	0	0	0	0	2,661
Vietnamese	13	10	21	12	12	11	12	17	0	0	0	0	0	0	108
English as a second language Total	**32**	**53**	**50**	**27**	**38**	**22**	**21**	**19**	**165**	**76**	**152**	**81**	**45**	**28**	**809**
Hispanic	2	13	12	8	6	2	4	2	132	51	119	69	30	18	468
Vietnamese	0	0	0	1	0	0	0	1	13	11	15	6	8	2	57
All Others	30	40	38	18	32	20	17	16	20	14	18	6	7	8	284
Special Education Total	**0**	**8**	**10**	**10**	**27**	**34**	**32**	**38**	**43**	**24**	**32**	**18**	**9**	**8**	**293**
Hispanic	0	7	10	10	27	31	30	36	43	20	31	17	8	8	278
Vietnamese	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2
All Others	0	1	0	0	0	3	1	2	0	3	1	1	1	0	13

The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's responsibilities for LEP pupils.

FIGURE F-3

SPRING, 1986-87 SUMMARY STATISTICS REGARDING LEP STUDENTS

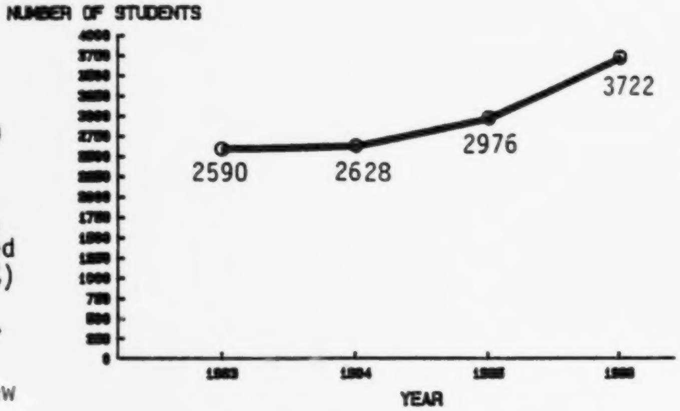
GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Regular LEP	430	493	482	299	246	220	199	179	186	93	130	68	32	23	3,080
# Special Ed.	4	33	34	36	42	48	42	45	39	25	35	15	7	9	414
Total LEP Served	**434**	**526**	**516**	**335**	**288**	**268**	**241**	**224**	**225**	**118**	**165**	**83**	**39**	**32**	**3,494**
# of Students with Parent Denial for Bil./ESL Program	4	19	22	14	11	13	27	38	89	44	100	65	72	51	569
TOTAL LEP	**438**	**545**	**538**	**349**	**299**	**281**	**268**	**262**	**314**	**162**	**265**	**148**	**111**	**83**	**4,063**
Number of LEP Exits in 1987	0	19	43	67	53	49	40	35	40	28	29	19	14	10	446
Average Number of Years to Exit	0	1.1	1.7	2.3	2.8	3.4	4.2	4.3	5.1	5.6	5.2	4.8	5.0	3.7	3.6
# Students Served															
Bil. Ed. Total	**368**	**421**	**432**	**268**	**217**	**202**	**177**	**152**	**56**	**44**	**0**	**0**	**0**	**0**	**2,337**
Hispanic	359	415	414	255	204	194	166	138	56	44	0	0	0	0	2,245
Vietnamese	9	6	18	13	13	8	11	14	0	0	0	0	0	0	92
English as a second language Total	**62**	**71**	**49**	**31**	**29**	**18**	**22**	**27**	**130**	**48**	**130**	**68**	**32**	**23**	**740**
Hispanic	15	24	21	13	6	7	6	8	106	30	101	59	21	15	432
Vietnamese	8	1	0	1	0	0	0	2	9	9	15	5	4	3	57
All Others	39	46	28	17	23	11	16	17	15	9	14	4	7	5	251
Special Education Total	**4**	**33**	**34**	**36**	**42**	**48**	**42**	**45**	**39**	**25**	**35**	**15**	**7**	**9**	**414**
Hispanic	4	30	33	36	40	41	40	41	39	22	34	14	6	9	389
Vietnamese	0	1	1	0	0	1	1	2	0	1	0	0	0	0	7
All Others	0	2	0	0	2	6	1	2	0	2	1	1	1	0	18
LEP Status by Dominance															
Hispanic															
Span. Dominant	247	309	295	201	145	115	94	69	82	51	73	46	20	10	1,757
Balanced Bil.	0	4	60	41	49	59	56	61	65	27	35	17	3	10	487
Eng. Dominant	130	145	113	61	53	68	60	56	54	19	27	9	3	4	802
Vietnamese															
Viet. Dominant	16	8	17	14	13	7	10	16	9	10	14	5	4	3	146
Balanced Bil.	1	0	1	0	0	1	1	1	0	0	0	0	0	0	5
Eng. Dominant	0	0	1	0	0	1	1	1	0	0	0	0	0	0	4

The LANG Masterfile is a District computer file maintained to provide up-to-date information on all students who have a "home language other than English" (LOTE). Of particular interest are those LOTE students who are of limited English proficiency (LEP). Federal, state, and local guidelines require that these students be provided special language instruction until such time as their language-related achievement and English proficiency improves to criterion levels. Identification and update information is recorded on the Masterfile as a basis for monitoring and meeting the District's responsibilities for LEP pupils.

Based on official counts of the number of LEP students in AISD as of October, the following trends in these LEP counts are interesting to note.

- October counts for the last three years show that AISD's count of LEP students is increasing, K-12. The increase between 1983 and 1984 was 2%, the increase between 1984 and 1985 was 13%, and the increase between 1985 and 1986 was 25%. The total number of LEP students served in AISD has risen 43.7% between fall, 1983 and 1986. (AISD's overall enrollment, on the other hand, increased at a much slower pace (8.4%) during this same period). Stabilization in the number of LEP students next year may occur because of the new immigration laws.

FIGURE F-4
FALL LEP COUNT K-12



Includes all served (parent refusals excluded).

- The number of pre-K LEP students rose dramatically, tripling from 130 in 1985 to 421 in 1986 because of an expanded program.

- In the fall of 1986, 1,762 new LOTE students were processed; 1,386 or 79% were identified as LEP (see Attachment F-8).

- As in the past, the number of LEP students was highest at grade 1 and generally declined through grade 12 (grades 7 and 9 are the two exceptions). Counts increased the most this year over last year at pre-K (224%), grade K (40%), grade 7 (70%), and grade 9 (52%).

- The District's objective is to help its LEP students attain English proficiency. The number of LEP students considered proficient enough to exit status as LEP in 1986-87 was 446, whicn was 9.5% of the LEP population. In order for a student to exit LEP status, he/she must score at least at the 23rd percentile in both reading and language on the Iowa Tests of Basic Skills (ITBS) or Tests of Achievement and Proficiency (TAP).

- There were 551 LEP students in 1986-87 whose parents requested that their children not be included in any LEP-related instructional program. This number reflects a decrease compared to 661 students in 1985-86. The decrease primarily reflects successful efforts to exit eligible students with parent denials this year (this had not been done previously). The percentage of the LEP population that parent denials represent decreased from 18% last year to 12% this year.
- In 1986-87, 87% of the LEP students served were Spanish speakers. The only other language group with over 100 students was Vietnamese (5% of the LEP population). Overall, 51 language groups were represented, with Korean, Chinese, Cambodian, Arabic, and Loatian students most common after the Vietnamese (see Attachment F-9 for complete list).
- Over half (57%) of the Spanish-speaking LEP students in AISD were dominant or monolingual in Spanish; almost all (93%) of the Vietnamese LEP students were dominant or monolingual in Vietnamese.
- Two thirds of the teachers responding (N=59, grades 1 through 6) to a districtwide survey had at least one LEP student who had limited or no school experience before entering AISD in 1986-87, 5% had more than 12 with limited or no school experience. There appears to be a considerable number of these LEP students; they present a special challenge to teachers.

FIGURE F-5
LANGUAGES SPOKEN BY LEP STUDENTS
PRE-K TO 12 — 1986-87

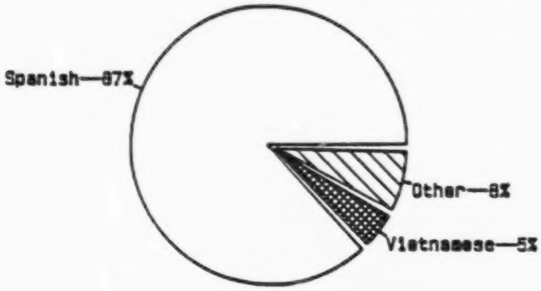
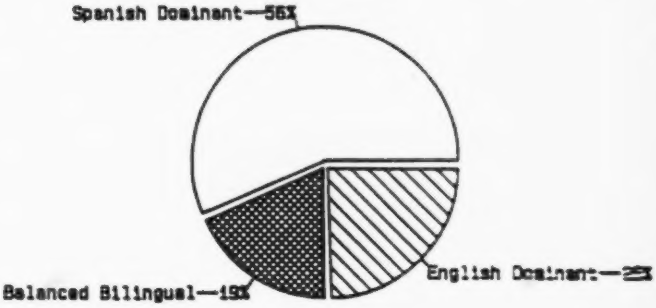


FIGURE F-6
LANGUAGE DOMINANCE OF SPANISH-SPEAKING LEP STUDENTS, PRE-K TO 12 — 1986-87



Official October counts of those served.

Attachment F-1
(Page 1 of 4)

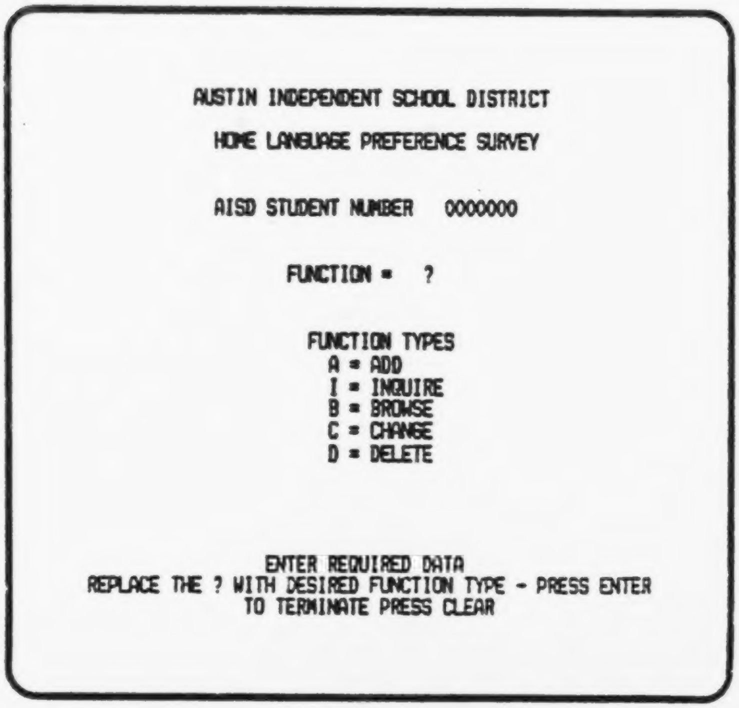
HOW TO USE LANG

- The home language file contains records of students who indicated on the Survey of Home Language form that they spoke a language other than English (LOTE) at home. The home language file tells whether a student is currently considered a limited English proficiency student (LEP) or whether the student was previously considered LEP. It also provides other information about these students.

- The home language file is kept by the Office of Research and Evaluation (ORE). Other offices and schools may view but cannot change information in the language file.

To view records in the home language file:

1. Clear the screen.
2. Type LANG where the cursor appears.
3. Press enter.
4. The home language preference survey screen appears:



```
                 AUSTIN INDEPENDENT SCHOOL DISTRICT
                  HOME LANGUAGE PREFERENCE SURVEY

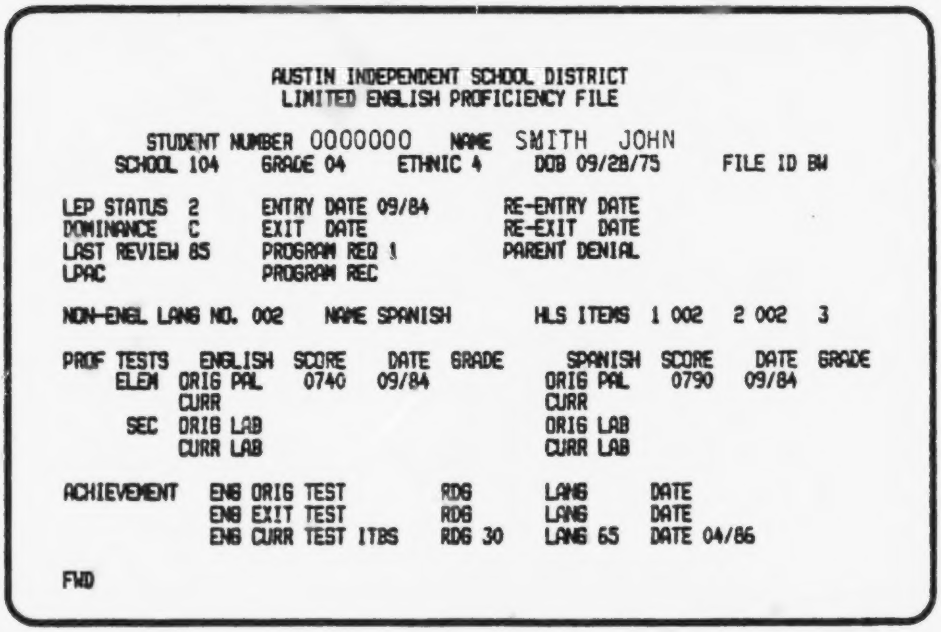
                  AISD STUDENT NUMBER   0000000

                         FUNCTION =   ?

                          FUNCTION TYPES
                           A = ADD
                           I = INQUIRE
                           B = BROWSE
                           C = CHANGE
                           D = DELETE


                        ENTER REQUIRED DATA
      REPLACE THE ? WITH DESIRED FUNCTION TYPE - PRESS ENTER
                     TO TERMINATE PRESS CLEAR
```

5. Fill in the student number.
6. Select "B" for the function code. No other function codes are available for schools and offices other than ORE.
7. Press enter.
8. The student's home language record will appear (see this page). If the student's record is not on file, the record for the student with the next highest I.D. number will appear. To see the next sequential record on file, press enter.
9. To view a specific record, press the ⟶ key to move cursor to the right of FWD, fill in the student number, and press enter.
10. Clear the screen twice to exit from the language file.



```
                    AUSTIN INDEPENDENT SCHOOL DISTRICT
                     LIMITED ENGLISH PROFICIENCY FILE

       STUDENT NUMBER 0000000   NAME SMITH  JOHN
     SCHOOL 104    GRADE 04    ETHNIC 4    DOB 09/28/75     FILE ID BW

 LEP STATUS  2      ENTRY DATE 09/84       RE-ENTRY DATE
 DOMINANCE   C      EXIT  DATE             RE-EXIT  DATE
 LAST REVIEW 85     PROGRAM REQ 1          PARENT DENIAL
 LPAC               PROGRAM REC

 NON-ENGL LANG NO. 002    NAME SPANISH       HLS ITEMS  1 002   2 002   3

 PROF TESTS   ENGLISH  SCORE    DATE  GRADE      SPANISH  SCORE    DATE  GRADE
     ELEM  ORIG PAL    0740   09/84            ORIG PAL    0790   09/84
           CURR                                CURR
      SEC  ORIG LAB                            ORIG LAB
           CURR LAB                            CURR LAB

 ACHIEVEMENT   ENG ORIG TEST          RDG      LANG     DATE
               ENG EXIT TEST          RDG      LANG     DATE
               ENG CURR TEST ITBS     RDG 30   LANG 65  DATE 04/86

 FWD
```

FIELDS AND CODES USED IN THE LANGUAGE FILE

FIELD	CODE
Ethnic (Ethnicity)	Blank = Unknown 1 = American Indian 2 = Oriental 3 = Black 4 = Hispanic 5 = Anglo or other
LEP STATUS	0 = Not LEP due to parent request. 1 = Not LEP 2 = LEP 3 = Special education LEP 4 = Above criteria but LEP by school or parent override (LPAC approved). 7 = No longer LEP. All exit criteria met. 8 = LEP. All exit criteria met, but still LEP due to parent and school request. 9 = LEP status undetermined.
DOMINANCE (dominant language)	Blank or 0 = Unknown or not applicable A = Monolingual in other language AL = Student speaks only a language other than English and is limited in it B = Dominant in other language C = Bilingual D = English dominant E = English monolingual EL = Student speaks only English and is limited in it
LAST REVIEW	School year of last annual review (spring)
PROGRAM REQ (Required)	1 = Bil. Ed. 2 = ESL 3 = Sp. Ed. LEP
PROGRAM REC (Received)	1 = Bil. Ed. 2 = ESL 3 = Sp. Ed. LEP
LPAC	1 = LPAC entry decision: student is LEP 2 = LPAC entry decision: student not LEP 3 = Exit: LPAC decision. 4 = Remain LEP: LPAC decision 5 = Grade K: Met exit criteria, but remains LEP due to LPAC decision. 6 = Previous LEP student still exited. 7 = Not exited due to retention. Blank = None of the above.
PARENT DENIAL	1 = Refused bil. ed. 2 = Refused ESL 3 = Refused both

FIELDS AND CODES USED IN THE LANGUAGE FILE

FIELD	CODE
NON-ENGL LANG NO/ NAME/ HLS ITEMS	This line refers to language code responses on the Home Language Survey (HLS). Language code numbers range from 1-99. Examples: 1=English 2=Spanish 8=Vietnamese HLS Items: 1=Most common language in home. 2=Most common language of child. 3=No longer used.
PROF TESTS	Language Proficiency Test Scores: ORIG = Original CURR = Current ELEM = Elementary (PAL or IDEA) PAL = Primary Acquisition of Language (Discontinued spring, '86) IDEA = Idea Oral Language Proficiency Test (Started summer, '86) SEC = Secondary (LAB) Date & grade when test was taken are shown.
ACHIEVEMENT	Shows original, exit, & most current score. California Achievement Test (CAT) is most common for entry, Iowa Tests of Basic Skills (ITBS) or Tests of Achievement and Proficiency (TAP) for current and exit test scores. Percentile scores are shown for Reading Total (RDG) and Language Total (LANG) (Language only for kindergarten).
OTHER FIELDS FOR USE BY ORE	

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

March [illegible]

NS,
Impressive memo! DD

TO: Glynn Ligon

FROM: Nancy Schuyler Nancy

SUBJECT: LEP Procedures

In response to your memo on LEP processing and monitoring, we have already worked with the bilingual staffs to try to improve processing next year. ORE does a number of things to help with LEP processing. The attached lists (A & B) summarize key events in the fall. In general, we:

- Send rosters,
- Let them know the importance of LEP processing and deadlines,
- Provide IDEA tests,
- Answer many questions on how to process students and fill in forms properly,
- Run and check accounts at key times to see how many are in and whether counts look reasonable. If not, schools are called by us, then coordinators, then Carmen, then supervising principals, then us (smaller group each time),
- Process all forms as they arrive and return as needed for corrections. A form was used for the first time this year to indicate corrections needed--we have a notebook including all returned. We have used 500 forms so far--some for multiple LEP forms. Problems were major (no testing for example) to minor (no signature).
- Develop a summary of the number of forms processed by schools by key dates and the number returned for corrections. This year was our first attempt at this--it was discussed with bilingual staff and supervising principals. Next year we hope to refine the definition of "successful school" acknowledge then somehow. An attendance award may be appropriate. Is that possible?
- Send summaries of counts and perceptions of processing success to Carmen and Imelda;

We have already met with both elementary and secondary bilingual staffs, preK coordinators, and elementary supervising principals and Freda to discuss improvements for next year. Jim Gandy and I also talked briefly. Elementary recommendations are shown in Attachment C, secondary in Attachment D. ORE will:

- Provide a list of projected LEP counts by school to the warehouse to help avoid over-ordering by schools (maximums for each school can be set to check reasonableness of orders--they often run out of forms because some order way too many).
- Develop flier for LPAC chair, principal, and any others who could benefit on what the LPAC chair duties are, key processing dates (including new suggested deadlines for LPAC meetings, etc.), and the impact of the LEP count on funding. Some principals and school staffs don't realize the importance of LEP processing.
- Ask for parent denial updates in spring -- not fall.

ORE could (let's discuss):

- Work with bilingual staff or Jim on LEP attendance award.
- Run printouts matching ESOL class enrollments with LEP rosters for the secondary school LPAC chairs (I would think this is available from Data Services but there were problems with LEP students not served);
- Enter the specific date a child was declared LEP by the LPAC rather than just the month on the LANG file (the auditors suggested they weren't sure we should be paid for students until the LPAC met but most are probably served before that--this was not mentioned at the exit conference);
- Send schools a handout listing common errors and remedies;
- Remind schools if we haven't received corrections back in a certain length of time;
- Let LaVonne or Oscar know who the "problem" schools are--the supervising principals are willing to contact them but we may need to set guidelines on what is reported. Freda said we or Imelda can ghost-write letters for her to send to the "problem" secondary schools.

  Some schools take the LEP process very seriously; other do not. Perhaps this will help accountability.

86.22

- Request that schools return the October roster indicating whether all LEP or just Special Education LEP students are being served and how (bilingual, ESL, other). Jim said the auditors requested this--they expressed a more general concern to me that student folders at the schools didn't indicate this. You and Jim and I (and perhaps bilingual and special education staff) should probably discuss this--the LPAC and Special Education chairs don't seem to be communicating well at many schools about responsibilities and paperwork. We plan to draft a short memo to bilingual and special education staff on the questions we've been getting (basically who's in charge of what with Special Education LEP students)--let us know if you would rather call a meeting. Belinda already talked to Carmen once. I think bilingual and special education staff need to develop some plans to improve communication at the schools about responsibilities.

I sent you a summary February 20 on the major issues raised by the monitors (see Attachment E).

While I am optimistic our plans and those of bilingual staff will help, slow processing (especially at the secondary level) and lost records may continue to be problems. In terms of processing time, the LEP process is time-consuming and complicated; most comes at a time of year when other responsibilities are also priorities; 20 days is a demanding TEA requirement. The fact that elementary staff will now be more familiar with the IDEA and teachers will be more used to testing will help. Secondary LPAC chairs were asked if they had ideas for improvement. Few were offered. Perhaps you have more ideas!

Unfortunately, student forms are sometimes lost (often in transfers across schools). School records are the official records. It doesn't really matter what's on the LANG file if the paperwork is not at the school to back it up. We can "not print" what is on the screen and provide some forms if they are a year old or less (New Entries, Parent Disapprovals, and L7's) but we don't even receive some of them they lose. We can mention the problem in the flier we send out but the problem may continue.

Belinda and I would be happy to meet with you (and others) to discuss this further if you think it will help.

ELEMENTARY-LEP PROCESSING SCHEDULE

August 25 - Memo to Principal/LEP Coordinator
LEP Processing and Rosters - Informed them that rosters of projected LEP students at their school were being sent and that new students should be processed within 20 days of entry.

Sept. 5 - Memo to LEP Coordinator/Principal
LEP Processing--Parent Denials, L7's, IDEA Testing--Had to reoffer programs to parent denials, new L7's were sent for first graders and schools were ordering too many IDEA materials.

Sept. 16 - Memo to LEP Coordinator/Principal
Parent Denials Update - What forms needed to be signed with parent denials.

Sept. 17 - LPAC Training Session
Emphasized importance of LEP processing and deadlines.

October 6 - Memo to Elementary LPAC Coordinators
LEP Rosters, Spanish Kindergarten Norms. New rosters were being sent and a correction in Kindergarten norms was sent.

Oct. 13-22- Called schools that had not turned in new entry forms up to this date. Also asked coordinators to call schools.

Ongoing - Remained in constant contact with the schools throughout the process answering questions. We also returned forms that were filled incorrectly.

SECONDARY-LEP PROCESSING SCHEDULE

August 22 -	Met with LPAC Coordinators. Passed out LEP Rosters and talked about the LEP Process. Told them about 20-day processing and Sept. 30 deadline.
Sept. 17 -	Memo to LEP Coordinator/Principal LEP Processing--Parent Denials--Informed them that they need to reoffer program to parent denials.
October 6 -	Secondary LPAC Coordinators LEP Rosters - Sent new rosters and told them we had received few new entry forms. Asked them to send by October 10.
Oct.13-22 -	Had Imelda's office call the schools twice to get them to send up LEP forms. During this time ORE also called schools that hadn't sent us information.
Ongoing -	Remained in constant contact with the schools throughout the process answering questions. We also returned forms that were filled incorrectly.

5

Attachment F-2
(Page 6 of 9)

86.22

Improving LEP Identification Procedures

Meeting of December 12, 1986

Concern	Suggestions for Improvement
1. Wasteful Ordering of Forms	- Formulate master list of schools with LEP counts
	- Provide liste to Loretta at Central Warehouse
2. Distribution of Bilingual/ESL Handbook	- Check to see if all LEP Coordinators have a copy
	- Discard old LPAC Committee Handbook
3. Meet September 30 deadline	- Written and verbal reminders
	- Flyer ← ORE include prelimina dates to try to meet. Also why it is import & mone implicat
	- Meet with APT for suggestions
4. Identification of Pre-K LEP students	- Emphasizes this area in LEP Coordinator Training
	- Train all Pre-K teachers
	- Meet with Anita Uphaus and Elma Berrones on January 16, 1986
	- Make a composite list of Pre-K students tested in the spring and make list available to each campus
5. LEP Coordinator training	- Spring session on April 29, 1987
	- Sample packet of LEP forms
	- Fall session in August, 1987
	- Flyer of responsibilities of LEP coordinator

Initial [illegible] in [illegible]

[illegible]

ORE SUGGESTIONS FOR IMPROVEMENT OF THE LEP PROCESS AT THE SECONDARY LEVEL

ISSUE: Most LEP records were returned after the Sept. deadline this year. We would like to talk about ways central and school personnel could make processing smoother and more complete next year. The following are some suggestions.

1. Clarify who's responsible for monitoring various aspects of processing and compliance (at the central and school level):

	Central
Examples--testing,	Imelda
answering questions about processing requirements,	ORE or Imelda
answering questions about instructional requirements	Imelda
checking school records,	Imelda
meeting deadlines.	ORE or Imelda
producing rosters, maintaining file	ORE

2. Appoint LPAC chair early.
Make sure LPAC chair and principal have been informed of the schools' specific responsibilities verbally and in writing by early September.
IR: -Continue to have training session early; walk through process.
-Videotape proper testing procedures (ask schools).
-Emphasize (at principal and LPAC chair meetings) even more the importance and impact of LPAC on funding, student instruction, etc. and the importance of the principal allowing time for LPAC chair to complete duties.
-Update manual annually as needed (with ORE review).
ORE: -Develop short newsletter describing key LPAC chair duties, timelines, and their importance for instruction and funding.
-Send newsletter with first roster to principals and LPAC chairs; use SGR file for roster to improve accuracy.

3. Ask schools to order 1987-88 forms at the end of the 1986-87 school year; toss revised forms.

4. Set dates for completion of most testing (Sept. 15) and processing (Sept. 28). Send reminder memo mid-Sept.

5. Continue to answer questions as received. Check with schools late in September for questions and problems based on the number of forms received.

6. Make sure proper testing is occurring. Try to get schools to test earlier in Sept. or have two sessions (somehow start earlier). Recommend ESL teacher do testing at Murchison and Travis. Test only new students.

February 20, 1987

TO: David D. and Glynn
FROM: Nancy Nancy
SUBJECT: Bilingual issues related to attendance visit:

SPECIAL EDUCATION LEP STUDENTS: The educational placements of Special Education LEPs were not always noted as such on forms readily accessible to monitors (whether Special Education, LEP, or both). They said it was not always noted whether the child even was LEP. Whether there is a problem or not with forms or where they are kept should be explored. Julie Lyons received a roster of the current special education LEPs and was checking her files to see if they were noted as such (probably on the SEMS). Carmen says the LPAC and LST coordinators at the campus are supposed to meet periodically to exchange information. Sometimes they are the same person. At least one special education form asks about LEP status. That's all I know. I am not sure how many of the 44 students they disallowed were Special Education LEPs.

SERVICE OF REGULAR LEP STUDENTS: From what I heard, they found some students who were marked as LEP but not served (especially at secondary). We assume all LEPs are being served. Rosters indicate the service we think LEP students are getting. If not, schools are to call us about discrepancies or send appropriate disapprovals. Some schools do LEP processing better than others. Some secondary schools coordinate scheduling better between the LEP coordinator and the registrar than others. Some schools seem to have trouble finding the time to do LEP processing and scheduling at key times (like September) because of the scheduling load. We discussed this at the secondary LEP coordinator meeting and heard only two ideas from the group on how to improve things at the school level. One was to send the student to the LEP coordinator for scheduling as soon as the registrar sees the Home Language Survey. The other was for the LEP coordinator to insist that his or her scheduling load be lighter than other counselors in September unless they wanted to help with LEP processing. We shared ideas with them on what central could do.

One thing we haven't done is to match rosters of those in ESL class with those in the LEP roster. I would think that was something the LEP coodinator at the school did automatically but maybe not. We could develop a program to do this and supply to the schools and/or Imelda. One other secondary problem appears to be that LEP folders are seldom if ever checked by anyone from central. Unless they call, Imelda primarily tells them what is to be done and trusts them to check themselves at the school. (We do send her the rosters.)

At elementary, Maria Ramirez goes out to check the LEP folders and the coordinators are at the schools more too to field questions (although they work more with teachers on instruction than LEP coordinators on processing ~~instruction~~. There are some coordination problems with preK in that Anita and Elma handle that group fairly exclusively but the bilingual and preK coordinators met lately to discuss problems and solutions. We met with the coordinators too and discussed ways to do things better. Carmen has a meeting scheduled with LaVonne and the supervising principals to discuss what the schools can do better.

PROCESSING DATES: The monitors asked me about why the printout counted students as LEP for all of October even if the LPAC acted later in the month. This was never an issue under old funding rules. In fact, we just keep a month on the screen (Jonathan used to have just season). They argued kids shouldn't be counted until the LPAC signed off just like special education. We could argue that this is different because students are often served before the LPAC acts because the LPAC meets infrequently on large numbers of students--not on one at a time. They did not mention that we should keep track of the real date on the screen in the exit conference. I don't know whether they penalized us or not because of it or expect it next time. If they do, slow processing by the schools will cost us a bunch.

The problem I think we have already tried to address is ways to improve the speed of LEP processing (more successfully at elementary than secondary).

One big meeting as a follow-up to the visit might be productive if folks were asked what actions they've taken about specific problems or issues. In addition to those you mentioned to me, Julie Lyons might be a good special education representative. Smaller follow-up meetings or calls or memos about specific problems might be productive.

Attachment F-3
(Page 1 of 2)

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information

October 30, 1986

TO: Members, Board of Trustees

FROM: Glynn Ligon

THROUGH: John Ellis

SUBJECT: Official LEP Count

Each October, an official count of limited-English-proficient (LEP) students is prepared for the Texas Education Agency. Within four weeks of entry into school, all students who speak a language other than English in the home are processed to determine whether they are dominant in English or another language. This information determines whether they are eligible for placement in bilingual education or English as a second language programs. Parents must then approve or disapprove such service.

Properly identifying LEP students impacts student instruction, bilingual/ESL teacher placement, and AISD funding from the State. (The October attendance of LEP students is examined separately from the rest of the student body and weighted in determining the level of funding.)

Enclosed are the official October counts of limited-English-proficient (LEP) students in AISD (by language, school, and grade).

State law requires that members of the Board of Trustees and TEA be informed of the LEP count each fall.

86.22

Attachment F-3
(Page 2 of 2)

Austin ISD
District Name

TEXAS EDUCATION AGENCY
Bilingual Education-Fall Survey
Project/Program School Year 1986-87

227-901
County-District No.

Instructions: See back.

I. Composite grade level totals of all LEP students in the district and the number of parent denials on file. (B thru E must = A)

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
A. LEP Students Identified	421	565	641	420	372	342	320	307	406	220	269	179	136	96	4694
B. LEP Students in BE	393	493	548	365	287	273	223	206	89	59	-	-	-	-	2936
C. LEP Students in ESL	28	51	62	32	44	26	21	21	194	85	169	97	54	33	917
D. LEP Students w/Par. Denials	-	12	22	11	16	9	45	45	81	51	67	65	72	55	551
E. LEP Students in Sp. Ed.	-	9	9	12	25	34	31	35	42	25	33	17	10	8	290

II. Grade level totals by language of all LEP students enrolled in the district.

LEP Students Identified	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
A. Spanish	382	510	568	373	318	299	285	261	360	185	215	133	80	51	4020
B. Vietnamese	12	11	19	20	14	13	16	23	18	16	18	23	24	16	243
C. Laotian	-	3	3	1	1	1	1	-	2	2	5	6	3	1	29
D. Cambodian	2	3	3	1	2	5	-	3	4	2	3	2	1	2	33
E. Chinese	3	8	8	4	2	3	4	1	4	2	7	3	7	6	62
F. Korean	12	16	12	1	3	3	1	2	-	1	4	2	8	5	70
G. Arabic	-	5	4	-	8	2	3	-	2	1	-	-	4	1	30
H. French	-	1	-	1	-	1	1	1	1	-	1	-	-	-	7
I. Japanese	4	-	3	3	6	-	1	1	1	-	-	-	1	1	21
J. German	-	-	1	-	-	-	-	-	-	2	-	-	-	1	4
K. Thai	-	1	-	1	-	-	1	-	1	2	1	-	-	2	9
L. Parsi (Persian)	1	2	-	1	3	-	1	-	1	-	1	2	-	3	15
M. Other Languages	5	5	20	14	15	15	6	15	12	7	14	8	8	7	151
Totals	421	565	641	420	372	342	320	307	406	220	269	179	136	96	4694

III. School Personnel by categories

	PK-6	7-12
A. Bilingually-certified/endorsed teachers assigned to Bilingual Education	307	3
B. Teachers on Permit assigned to Bilingual Education	34	2
C. ESL-certified teachers assigned to ESL component of the BE program	0	
D. ESL-certified teachers assigned to ESL program	26	
E. Bilingually-certified/endorsed teachers assigned to ESL program	0	
F. Teachers assigned to ESL program under prior TEA approval	253	36
G. Bilingually-certified teachers not assigned to BE program	0	
H. ESL certified teachers not assigned to ESL program	0	

IV. ☐ **We wish to apply for an exception/waiver to the required program for LEP students.**

Certification and Incorporation

I hereby certify that the information contained in this report, to the best of my knowledge, is correct and that the Local Education Agency named above has authorized me as its representative. I further certify that the Austin Independent School District has made every attempt to recruit and assign all appropriately certified teachers to address the requirements of 19 TAC Chapter 77, Subchapter R.

Typed Name and Title of Authorized Official	Telephone Number	Date Signed
Dr. John Ellis, Superintendent	451-8411	10/31/86

Signature

Return 2 originals by Nov. 1, 1986 to:
Texas Education Agency
Division of Bilingual Education Compliance

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

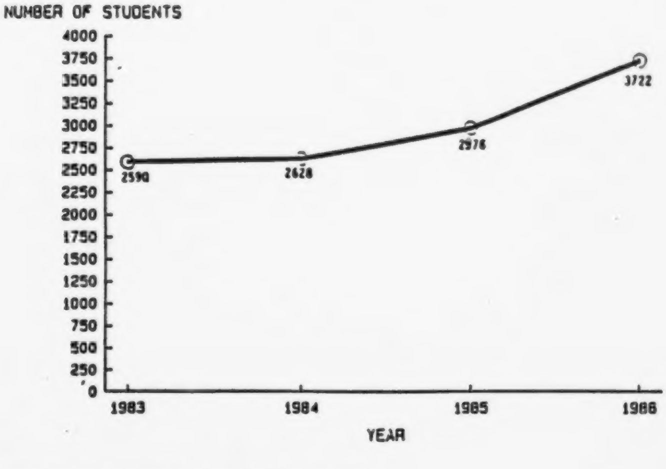
October 29, 1986

OFFICIAL OCTOBER COUNTS OF LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS IN AISD 1986-87

All new students to AISD complete a Home Language Survey upon entry. For those who indicate a language other than English (LOTE) in the home, identification procedures are completed to determine whether the students have limited-English-proficiency (LEP) or not. In the fall of 1986, 1,452 new students were processed; 1,169 or 80.5% percent were identified as LEP. All will be served by bilingual, English-as-a-second language, or special education services except for 12 students (.8%) whose parents refused such services.

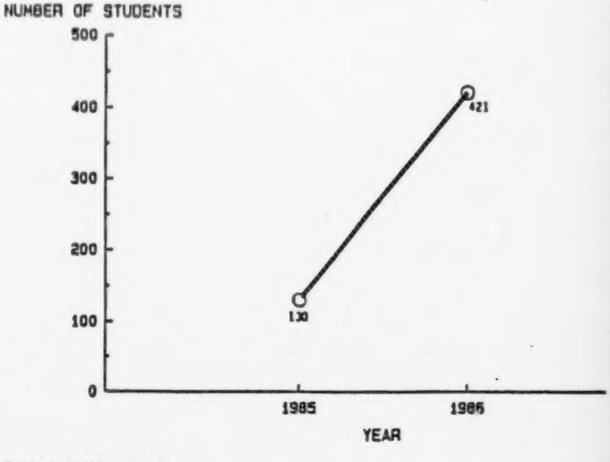
The total number of LEP students served in AISD has risen in recent years--43.7% between fall, 1983 and 1986. AISD's overall enrollment, on the other hand, increased at a much slower pace (8.4%) during this same period.

FALL LEP COUNT K-12



Includes all served (parent refusals excluded).

FALL LEP COUNT PRE-K



Includes all served.
Pre-K counts first required fall, 1985.

The number of LEP students to be served K-12 increased:

- 1.5% between fall, 1983 and 1984;
- 13.2% between fall, 1984 and 1985;
- 25.1% between fall, 1985 and 1986.

Thus, the rate of increase has risen sharply in the last two years. Some of the reasons may be related to an increased arrival of immigrants because of:

- Political and economic unrest in Mexico, Central America, and South America;
- The earthquake in Mexico City last fall; and
- Arrival of relatives of those who have established themselves in Austin.

Other possible reasons include:

- The relatively low unemployment rate in Austin compared to other Texas cities;
- Close checking of preliminary counts by ORE with followup calls to schools by ORE, bilingual education, and supervising principals;
- More complete reporting by the schools; and
- The change in summer, 1986 to the IDEA language proficiency test at the elementary level. (However, this would affect the fall, 1986 count only.)

Attached are the total fall, 1986 counts of LEP students (4,143 pre-K through 12) to be served by language (Attachment 1) and school (Attachment 2). In addition, 551 LEP students' parents refused service by the bilingual and/or ESL programs. The fall, 1986 LEP students to be served have the following characteristics.

- Most are Spanish speakers (3,613 or 87%). The only other language group with over 100 students is the Vietnamese (189 or 5%). Overall, 52 language groups are represented.

- All regular elementary and secondary campuses have some LEP students. The number ranges from two at Norman to 229 at Metz.

- The number of LEP students is highest at grade 1 and generally declines through grade 12 (grades 7 and 9 are the two exceptions). Counts increased the most this year over last year at pre-K (224%), grade K (40%), grade 7 (70%) and grade 9 (52%).

86.22

APPENDIX F
28

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE														TOTAL
	PK	CO	01	02	03	04	05	06	07	08	09	10	11	12	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
LANGNAME															
SPANISH	382	530	551	365	306	292	241	221	284	142	163	93	43	30	3613
VIETNAMESE	12	11	18	19	13	13	15	21	17	12	16	9	[illegible]	2	189
LAOTIAN	.	3	3	1	1	1	1	.	2	1	3	4	[illegible]	.	21
CAMBODIAN	2	3	2	1	2	5	.	3	4	2	1	2	[illegible]	2	30
CHINESE	3	7	7	3	2	3	4	1	4	2	7	3	[illegible]	1	49
KOREAN	12	16	13	1	3	3	1	1	.	1	3	1	[illegible]	1	58
ARABIC	.	5	4	.	6	2	3	.	2	1	.	.	1	.	24
FRENCH	.	.	.	1	.	1	1	.	.	.	1	.	.	.	4
JAPANESE	4	.	3	3	6	.	1	1	1	.	.	.	1	.	20
GERMAN	.	.	1	.	.	.	.	.	.	2	.	.	.	.	3
THAI	.	1	.	1	.	.	1	.	1	2	.	.	.	1	7
PERSIAN	1	2	.	1	3	.	1	.	1	.	1	1	.	1	12
OTHER LANG	5	5	18	13	14	13	6	14	9	4	7	1	1	3	113
TOTAL	421	553	619	409	356	333	275	262	325	169	202	114	64	41	4143

Attachment F-4
(Page 3 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE								
	PK	00	01	02	03	04	05	06	TOTAL
	N	N	N	N	N	N	N	N	N
SCHOOL NAME									
ALLAN	16	20	42	33	33	.	.	.	144
ALLISON	28	31	32	17	13	.	.	.	121
ANDREWS	32	14	15	10	8	8	.	.	87
BARRINGTON	.	5	.	.	.	15	13	20	53
BARTON HILLS	.	.	11	6	6	.	.	.	23
BECKER	18	23	26	17	13	12	9	8	126
BLACKSHEAR	34	17	.	.	.	20	12	7	90
BLANTON	.	.	.	.	.	.	9	10	19
BOONE	.	1	3	2	2	.	2	1	11
BRENTWOOD	.	.	1	2	1	.	1	2	7
BROOKE	18	22	.	.	.	16	14	18	88
BROWN	18	20	27	16	15	14	8	11	129
BRYKER WOODS	.	.	3	3	3	.	.	.	9
CAMPBELL	.	11	.	.	.	17	8	8	44
CASIS	.	.	18	8	24	.	.	.	50
COOK	.	4	.	.	.	21	20	18	63
CUNNINGHAM	.	3	.	.	.	13	6	5	27
DAWSON	20	17	12	5	9	13	10	8	94
DOSS	.	1	5	2	2	.	3	1	14
GOVALLE	30	24	31	21	18	.	.	.	124
GRAHAM	.	.	1	.	.	24	20	14	59
GULLETT	.	.	.	.	.	1	2	.	3

APPENDIX F
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Attachment F-4
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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE								
	PK	00	01	02	03	04	05	06	TOTAL
	N	N	N	N	N	N	N	N	N
SCHOOL NAME									
HARRIS	2	9	3	5	8	2	.	.	29
HIGHLAND PARK	.	.	18	9	12	.	.	.	39
HILL	.	2	7	2	4	5	.	.	20
HOLSTON	1	8	4	9	10	5	3	7	47
JOSLIN	.	1	5	5	2	10	12	5	40
KOCUREK	.	3	.	1	.	1	.	1	6
LANGFORD	16	8	11	4	2	6	3	2	52
LEE	.	.	3	1	1	.	.	.	5
LINDER	15	18	20	20	18	13	13	5	122
MAPLEWOOD	.	2	2	1	1	1	1	1	9
MATHEWS	.	22	17	6	5	6	5	5	66
MENCHACA	.	1	1	1	1	.	1	1	6
METZ	67	44	51	39	28	.	.	.	229
NORMAN	.	.	2	.	.	.	.	.	2
OAK HILL	.	4	5	2	1	1	1	1	15
OAK SPRINGS	2	1	21	10	13	.	.	.	47
ODOM	.	12	16	10	8	5	9	5	65
ORTEGA	.	12	.	.	.	6	4	7	29
PALM	8	5	5	5	4	2	2	2	33
PATTON	.	1	1	.	.	1	1	.	4
PEASE	.	1	1	1	.	1	1	.	5
PECAN SPRINGS	.	2	4	4	2	3	.	.	15

APPENDIX F
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Attachment F-4
(Page 5 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE								TOTAL
	PK	00	01	02	03	04	05	06	
	N	N	N	N	N	N	N	N	N
SCHOOL NAME									
PILLOW	.	12	8	6	5	.	.	.	31
PLEASANT HILL	.	6	8	3	3	4	3	3	30
READ	.	.	.	.	.	.	3	2	5
REILLY	.	7	15	8	4	3	2	4	43
RIDGETOP	27	21	16	17	9	2	1	3	96
SANCHEZ	26	34	39	23	10	.	.	.	132
SIMS	.	6	4	3	3	.	.	.	16
ST. ELMO	.	10	8	8	6	6	4	5	47
SUMMITT	.	2	.	.	1	.	.	.	3
SUNSET VALLEY	.	3	25	17	14	.	.	.	59
TRAVIS HEIGHTS	.	12	10	11	6	4	2	6	51
WALNUT CREEK	.	3	.	.	.	5	10	14	32
WEBB	.	.	.	.	.	20	23	16	59
WIDEN	.	3	8	1	1	9	4	5	31
WILLIAMS	.	3	4	.	1	3	2	2	15
WINN	.	2	3	5	.	1	.	.	11
WOOLDRIDGE	.	7	.	.	.	8	9	9	33
WOOTEN	43	24	34	19	21	.	.	.	141
ZAVALA	.	20	.	.	.	23	16	17	76
ZILKER	.	9	13	11	5	3	3	3	47
TOTAL	421	553	619	409	356	333	275	262	3228

APPENDIX F
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Attachment F-4
(Page 6 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE						
	07	08	09	10	11	12	TOTAL
	N	N	N	N	N	N	N
SCHOOL NAME							
MURCHISON	80	57	.	.	.	.	137
MARTIN	77	30	.	.	.	.	107
FULMORE	37	23	.	.	.	.	60
BURNET	21	10	.	.	.	.	31
O. HENRY	20	7	.	.	.	.	27
KEALING	18	8	.	.	.	.	26
DOBIE	17	9	.	.	.	.	26
PORTER	15	6	.	.	.	.	21
PEARCE	12	6	.	.	.	.	18
LAMAR	14	3	.	.	.	.	17
CLIFTON CENTER	.	2	2	2	2	5	13
BEDICHEK	6	4	.	.	.	.	10
COVINGTON	4	1	.	.	.	.	5
C. A. C.	.	1	3	1	.	.	5
TEENAGE PARENT CENTER	2	1	.	.	.	.	3
RICE	1	.	1	.	.	.	2
DEVELOPMENTAL CENTER	.	1	.	1	.	.	2
ST. LOUIS	1	.	.	.	.	.	1
TOTAL	325	169	6	4	2	5	511

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

OCTOBER LEP COUNTS

THURSDAY, OCTOBER 23, 1986

	GRADE				
	09	10	11	12	TOTAL
	N	N	N	N	N
SCHOOL NAME					
TRAVIS	46	39	22	12	119
ANDERSON	35	13	10	7	65
JOHNSTON	25	9	12	8	54
CROCKETT	18	11	5	5	39
REAGAN	21	9	6	1	37
MCCALLUM	17	9	3	2	31
AUSTIN	18	9	1	.	28
LANIER	12	9	1	.	22
L.B.J.	4	2	2	1	9
TOTAL	196	110	62	36	404

Attachment F-4
(Page 8 of 8)

04/08/87
LE-RVIEW

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
CONFIDENTIAL INFORMATION
FOR AISD LPAC USE

FORM L7/1

LIMITED ENGLISH PROFICIENT (LEP) ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567 ID: 1234567 ENTRY DATE: MM/YY
SCHOOL: XXX - 12345678901234567890 GRADE: XX STATUS: ________

ITBS READING PERCENTILE: XX MM/YY | TAP SCORES IF GRADES 09-12
ITBS LANGUAGE PERCENTILE: XX MM/YY |
ENGLISH TEAMS MASTERED: MATH: XXX READING: XXX WRITING: XXX MM/YY
ENGLISH TEAMS EXIT LEVEL: MATH: XXX LANG-ARTS: XXX

THIS STUDENT HAS MET THE CRITERION FOR EXITING LEP STATUS BY SCORING AT OR ABOVE THE 40TH PERCENTILE ON AN ACHIEVEMENT TEST.

IF THE PARENTS AND SCHOOL STAFF FEEL THE CHILD CANNOT PERFORM NORMALLY IN THE REGULAR CLASSROOM WITHOUT SPECIAL LANGUAGE INSTRUCTION EVEN THOUGH THE CHILD HAS MET THE CRITERIA FOR EXITING LEP STATUS, THE CHILD MAY REMAIN IN THE SPECIAL LANGUAGE INSTRUCTION PROGRAM BY OBTAINING APPROPRIATE SIGNATURES INDICATED BELOW.

THE LPAC HAS DETERMINED THIS STUDENT IS: _____ LEP _____ NOT LEP

LPAC COMMENTS: LEP ABOVE CRITERIA

STATUS 2, 3, 4, 8, 0
GRADE 02-12
SCORES - 40TH %ILE OR GREATER IN BOTH READING AND LANGUAGE.

SIGNATURES:

____________________	____________________	____________________	______
LPAC REPRESENTATIVE (REQUIRED)	STUDENT'S TEACHER (IF REMAINING LEP)	STUDENT'S PARENT (REQUIRED)	DATE

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.

```
04/08/87                      AUSTIN INDEPENDENT SCHOOL DISTRICT           FORM L7/2
LE-RVIEW                      OFFICE OF RESEARCH AND EVALUATION
                                   CONFIDENTIAL INFORMATION
                                      FOR AISD LPAC USE

                               LIMITED ENGLISH PROFICIENT (LEP)
                                  ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567      ID: 1234567     ENTRY DATE: MM/YY
      SCHOOL: XXX - 12345678901234567890       GRADE: XX       STATUS: ________

     ITBS LANGUAGE PERCENTILE: XX     MM/YY


     ITBS SCORES ARE HIGH ENOUGH (GREATER THAN 49 %ILE) TO
ALLOW LEP EXIT IF THE STUDENT ALSO MEETS THE FOLLOWING CRITERIA.
DOES THE STUDENT SHOW APPROPRIATE ENGLISH PROFICIENCY IN LISTENING, SPEAKING,
READING, AND WRITING AS EVIDENCED BY GRADES AND THE MEETING OF AISD
PROMOTION STANDARDS IN ENGLISH (SEE AISD POLICY EIE)? _____ YES     _____ NO
IF SO, THE STUDENT MAY BE EXITED. STUDENTS WHO ARE BEING PLACED OR RETAINED
CANNOT BE EXITED.

     IF THE PARENTS AND SCHOOL STAFF FEEL THE CHILD CANNOT PERFORM NORMALLY
IN THE REGULAR CLASSROOM WITHOUT SPECIAL LANGUAGE INSTRUCTION EVEN THOUGH
THE CHILD HAS MET THE CRITERIA FOR EXITING LEP STATUS, THE CHILD MAY REMAIN
IN THE SPECIAL LANGUAGE INSTRUCTION PROGRAM BY OBTAINING APPROPRIATE
SIGNATURES INDICATED BELOW.

THE LPAC HAS DETERMINED THIS STUDENT IS: _____ LEP     _____ NOT LEP

LPAC COMMENTS:  LEP GREY AREA

STATUS 2, 3, 4, 8, 0
GRADE K
SCORES - 50TH %ILE OR GREATER IN LANGUAGE













SIGNATURES:



______________________  ______________________  ______________________  _________
LPAC REPRESENTATIVE     STUDENT'S TEACHER       STUDENT'S PARENT          DATE
(REQUIRED)              (IF REMAINING LEP)      (REQUIRED)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO
BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.
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04/08/87                 AUSTIN INDEPENDENT SCHOOL DISTRICT          FORM L7/3
LE-RVIEW                 OFFICE OF RESEARCH AND EVALUATION
                              CONFIDENTIAL INFORMATION
                                 FOR AISD LPAC USE

                         LIMITED ENGLISH PROFICIENT (LEP)
                            ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567    ID: 1234567    ENTRY DATE: MM/YY
      SCHOOL: XXX - 12345678901234567890     GRADE: XX      STATUS: ________

     ITBS READING PERCENTILE: XX     MM/YY     | TAP SCORES IF GRADES 09-12
    ITBS LANGUAGE PERCENTILE: XX     MM/YY     |
    ENGLISH TEAMS MASTERED:  MATH: XXX   READING: XXX   WRITING: XXX    MM/YY
    ENGLISH TEAMS EXIT LEVEL:  MATH: XXX   LANG-ARTS: XXX
    CURRENT ENGLISH PAL:  XXXX      MM/YY  | PRINT ONLY MOST
    CURRENT ENGLISH IDEA: XXXX      MM/YY  | RECENT
    CURRENT ENGLISH LAB:  XXXX      MM/YY  | SCORE

    ITBS/TAP SCORES ARE HIGH ENOUGH (EQUAL TO OR GREATER THAN 23RD %ILE) TO
ALLOW LEP EXIT IF THE STUDENT ALSO SHOWS ENGLISH FLUENCY AND SUFFICIENT
MASTERY OF THE ESSENTIAL ELEMENTS TO BE PROMOTED.
    1. DOES THE CHILD SHOW FLUENCY IN ENGLISH BASED ON THE PAL OR IDEA?
    ___ YES  ___ NO.  IF NOT, RETEST AND LIST NEW SCORE. TEST____  SCORE_____
    2. DOES THE STUDENT SHOW APPROPRIATE ENGLISH PROFICIENCY IN LISTENING,
    SPEAKING, READING, AND WRITING AS EVIDENCED BY GRADES AND THE MEETING OF
    AISD PROMOTION STANDARDS (SEE AISD POLICY EIE)?  _____ YES    _____ NO
IF THE ANSWER TO BOTH QUESTIONS IS YES, SHE/HE MAY BE EXITED. STUDENTS WHO
ARE BEING PLACED OR RETAINED CANNOT BE EXITED.


THE LPAC HAS DETERMINED THIS STUDENT IS: _____ LEP      _____ NOT LEP

LPAC COMMENTS:  LEP GREY AREA

STATUS 2, 3, 4, 8, 0
GRADE 01
SCORES - 23RD %ILE OR GREATER IN BOTH READING AND LANGUAGE











_____________________________      ___________________________   __________
SIGNATURE OF LPAC REPRESENTATIVE          STUDENT'S PARENT            DATE
(REQUIRED)                         (IF STUDENT CHANGES STATUS)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO
BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.
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04/08/87                  AUSTIN INDEPENDENT SCHOOL DISTRICT          FORM L7/4
LE-RVIEW                  OFFICE OF RESEARCH AND EVALUATION
                               CONFIDENTIAL INFORMATION
                                  FOR AISD LPAC USE

                          LIMITED ENGLISH PROFICIENT (LEP)
                             ANNUAL STATUS REVIEW FORM

STUDENT NAME: 12345678901234567890123456  ID: 1234567   ENTRY DATE: MM/YY
      SCHOOL: XXX - 12345678901234567890   GRADE: XX     STATUS: _________

     ITBS READING PERCENTILE: XX     MM/YY    | TAP SCORES IF GRADES 09-12
    ITBS LANGUAGE PERCENTILE: XX     MM/YY    |
    ENGLISH TEAMS MASTERED:  MATH: XXX   READING: XXX   WRITING: XXX    MM/YY
    ENGLISH TEAMS EXIT LEVEL:  MATH: XXX   LANG-ARTS: XXX
    CURRENT ENGLISH PAL:  XXXX       MM/YY  | PRINT ONLY MOST
    CURRENT ENGLISH IDEA: XXXX       MM/YY  | RECENT
    CURRENT ENGLISH LAB:  XXXX       MM/YY  | SCORE

     ITBS/TAP SCORES ARE HIGH ENOUGH (EQUAL TO OR GREATER THAN 23RD %ILE) TO
ALLOW LEP EXIT IF THE STUDENT ALSO SHOWS ENGLISH FLUENCY AND SUFFICIENT
MASTERY OF THE ESSENTIAL ELEMENTS TO BE PROMOTED.
    1. DOES THE CHILD SHOW FLUENCY IN ENGLISH BASED ON THE PAL, IDEA, OR LAB?
    ___ YES  ___ NO.  IF NOT, RETEST AND LIST NEW SCORE. TEST____  SCORE_____
    2. DOES THE STUDENT DEMONSTRATE MASTERY IN ENGLISH OF THE ESSENTIAL
    ELEMENTS AS EVIDENCED BY GRADES AND THE MEETING OF AISD PROMOTION
    STANDARDS (SEE AISD POLICY EIE)? _____ YES    _____ NO
IF THE ANSWER TO BOTH QUESTIONS IS YES, SHE/HE MAY BE EXITED. STUDENTS WHO
ARE BEING PLACED OR RETAINED CANNOT BE EXITED.

THE LPAC HAS DETERMINED THIS STUDENT IS: _____ LEP    _____ NOT LEP

LPAC COMMENTS:  LEP GREY AREA

STATUS 2, 3, 4, 8, 0
GRADE 02-12
SCORES - 23RD %ILE OR GREATER IN BOTH READING AND LANGUAGE
         AT LEAST ONE %ILE IS LESS THAN 40









_____________________________     _______________________   __________
SIGNATURE OF LPAC REPRESENTATIVE       STUDENT'S PARENT           DATE
(REQUIRED)                        (IF STUDENT CHANGES STATUS)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO
BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.
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04/08/87 86.22          AUSTIN INDEPENDENT SCHOOL DISTRICT          FORM L7/5
LE-RVIEW                OFFICE OF RESEARCH AND EVALUATION
                            CONFIDENTIAL INFORMATION
                               FOR AISD LPAC USE

                        LIMITED ENGLISH PROFICIENT (LEP)
                            ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567     ID: 1234567    ENTRY DATE: MM/YY
      SCHOOL: XXX - 12345678901234567890      GRADE: XX      STATUS: _________

     ITBS READING PERCENTILE: XX     MM/YY    | TAP SCORES IF GRADES 09-12
    ITBS LANGUAGE PERCENTILE: XX     MM/YY    |
    ENGLISH TEAMS MASTERED:  MATH: XXX   READING: XXX   WRITING: XXX    MM/YY
    ENGLISH TEAMS EXIT LEVEL:  MATH: XXX   LANG-ARTS: XXX
    CURRENT ENGLISH PAL:  XXXX       MM/YY  | PRINT ONLY MOST
    CURRENT ENGLISH IDEA: XXXX       MM/YY  | RECENT
    CURRENT ENGLISH LAB:  XXXX       MM/YY  | SCORE


     THIS STUDENT REMAINS LEP BECAUSE SCORES WERE BELOW EXIT CRITERIA* OR
VALID ACHIEVEMENT SCORES WERE NOT OBTAINED**.  AN LPAC REPRESENTATIVE IS TO
SIGN BELOW TO CERTIFY THAT THE STUDENT REMAINS LEP.

     * ACHIEVEMENT SCORES BELOW EXIT CRITERIA:
         GRADE K     - LESS THAN 50TH PERCENTILE
         GRADE 01-12 - LESS THAN 23RD PERCENTILE

    ** VALID ACHIEVEMENT SCORES MAY NOT BE OBTAINED DUE TO:
         - ABSENCE ON THE REGULARLY SCHEDULED AND MAKE-UP TEST SESSON DATES
         - STUDENT'S ENGLISH ABILITY WAS TOO LIMITED TO PERMIT TESTING
         - SPECIAL EDUCATION EXEMPTION
         - SPECIAL CIRCUMSTANCES IN THE TEST SESSION(S)


LPAC COMMENTS:  LEP BELOW CRITERIA

STATUS 2, 3, 4, 8, 0
GRADE K, 01-12
SCORES - GRADE  K    - LESS THAN 50 %ILE IN LANGUAGE
         GRADE 01-12 - LESS THAN 23 %ILE IN EITHER READING OR LANGUAGE







_____________________________       ________
SIGNATURE OF LPAC REPRESENTATIVE      DATE
(REQUIRED)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO
BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.
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04/08/87                  AUSTIN INDEPENDENT SCHOOL DISTRICT              FORM L7/6
LE-RVIEW                  OFFICE OF RESEARCH AND EVALUATION
                              CONFIDENTIAL INFORMATION
                                 FOR AISD LPAC USE

                          LIMITED ENGLISH PROFICIENT (LEP)
                             ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567     ID: 1234567    EXIT DATE:  MM/YY
      SCHOOL: XXX - 12345678901234567890      GRADE: XX      STATUS: _________

     ITBS READING PERCENTILE: XX     MM/YY    | TAP SCORES IF GRADES 09-12
    ITBS LANGUAGE PERCENTILE: XX     MM/YY    |
    ENGLISH TEAMS MASTERED:  MATH: XXX    READING: XXX    WRITING: XXX    MM/YY
    ENGLISH TEAMS EXIT LEVEL:  MATH: XXX   LANG-ARTS: XXX


    THIS STUDENT HAS BEEN EXITED FROM LEP STATUS. THE MOST CURRENT SCORES
AVAILABLE SHOW THE STUDENT ABOVE THE LEP CRITERIA OF THE 40TH %ILE IN BOTH
READING AND LANGUAGE.

    AN LPAC REPRESENTATIVE IS TO SIGN BELOW TO DESIGNATE THAT THE STUDENT
REMAINS NOT LEP (EXITED).


LPAC COMMENTS:  NOT LEP ABOVE CRITERIA

STATUS 7
GRADE 01-12
SCORES - 40TH %ILE OR GREATER IN BOTH READING AND LANGUAGE.
         FROM THE MOST CURRENT SCORES AVAILABLE.





















____________________________________    __________
SIGNATURE OF LPAC REPRESENTATIVE           DATE
(REQUIRED)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO
BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.
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04/08/87 AUSTIN INDEPENDENT SCHOOL DISTRICT FORM L7/7
LE-RVIEW OFFICE OF RESEARCH AND EVALUATION
CONFIDENTIAL INFORMATION
FOR AISD LPAC USE

LIMITED ENGLISH PROFICIENT (LEP)
ANNUAL STATUS REVIEW FORM

STUDENT NAME: 123456789012345678901234567 ID: 1234567 EXIT DATE: MM/YY
SCHOOL: XXX - 12345678901234567890 GRADE: XX STATUS: ________

ITBS READING PERCENTILE: XX MM/YY | TAP SCORES IF GRADES 09-12
ITBS LANGUAGE PERCENTILE: XX MM/YY |
ENGLISH TEAMS MASTERED: MATH: XXX READING: XXX WRITING: XXX MM/YY
ENGLISH TEAMS EXIT LEVEL: MATH: XXX LANG-ARTS: XXX
CURRENT ENGLISH PAL: XXXX MM/YY | PRINT ONLY MOST
CURRENT ENGLISH IDEA: XXXX MM/YY | RECENT
CURRENT ENGLISH LAB: XXXX MM/YY | SCORE

THE LPAC MUST DETERMINE IF THIS STUDENT SHOULD REMAIN OUT OF OR REENTER LEP STATUS AFTER A REVIEW OF ITBS/TAP ACHIEVEMENT, TEAMS RESULTS, ([illegible]) ENGLISH PROFICIENCY SCORES, GRADES (EVIDENCE OF MASTERY OF ESSENTIAL ELEMENTS), TEACHER EVALUATIONS, PARENTAL OPINIONS, AND STUDENT INTERVIEW INFORMATION.
THE LPAC HAS REVIEWED ALL OF THIS INFORMATION. _____ YES _____ NO

IF THESE SOURCES INDICATE INADEQUATE ENGLISH PROFICIENCY AND ACHIEVEMENT, THE STUDENT IS LEP. (STUDENTS BELOW THE 23RD %ILE IN READING OR LANGUAGE MUST RETURN TO LEP STATUS.) IF THE STUDENT SHOWS ADEQUATE PROFICIENCY AND ACHIEVEMENT, SHE/HE IS NOT LEP.

THE LPAC HAS DETERMINED THIS STUDENT IS: _____ LEP _____ NOT LEP

IF THE STUDENT IS RETURNED TO LEP STATUS, WHAT LANGUAGE INSTRUCTIONAL PROGRAM IS RECOMMENDED?
_____ BILINGUAL EDUCATION
_____ ENGLISH AS A SECOND LANGUAGE (ESL)
_____ MODIFIED INSTRUCTIONAL DESIGN (OTHER ASSISTANCE) -- PLEASE SPECIFY

LPAC COMMENTS: NOT LEP - GREY AREA

STATUS 7
GRADE 01-12
SCORES - LESS THAN 40TH %ILE IN EITHER READING OR LANGUAGE.

______________________________ ______________________________ __________
SIGNATURE OF LPAC REPRESENTATIVE STUDENT'S PARENT DATE
(REQUIRED) (IF STUDENT CHANGES STATUS)

PLEASE FILE THE ORIGINAL IN STUDENT'S FOLDER AND FORWARD THE CARBON COPY TO BELINDA OLIVAREZ TURNER, BOX 79, CARRUTH ADMINISTRATION BUILDING.

86.22

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04/01/87                  AUSTIN INDEPENDENT SCHOOL DISTRICT
LE-RVIEW                  OFFICE OF RESEARCH AND EVALUATION
                               CONFIDENTIAL INFORMATION
                                   FOR AISD LPAC USE


READ LANG FILE
    SELECT L7 CANDIDATES
        A. ACTIVE - GRADES 00-12
        B. STATUS 2, 3, 4, 8, 0                    (KEEP COUNT)
        C. STATUS 7 IF EXIT DATE = OR < 2 YEARS    (KEEP COUNT)
        D. L7-PROCESSED = NO = BLANK
        E. SCORES THIS YEAR = YES


RELEASE TO SORT (SCHOOL, GRADE, STUID)


PERFORM HEADING (LISTING OF STUDENT WHO RECEIVED L7'S)


RETURN FROM SORT:
    A. PROCESS LEP (STATUS 2, 3, 4, 8, 0)
    B. PROCESS NOT LEP (STATUS 7)


NOTES:
    ITBS SCORES.
        LANG - LANGUAGE TOTALS
        READ - GRADES 01-02  READING COMPREHENSION
             - GRADES 03-08  READING TOTAL
    TAP SCORES.
        LANG - WRITTEN EXPRESSION
        READ - READING TOTAL

    DON'T FORGET REENTRY DATE AND REEXIT DATE


L7-PROCESSED CODES:
    1 - LEP ABOVE CRITERIA       GRADES 02-12  -  FORM 1
    2 - LEP GREY AREA            GRADE  00     -  FORM 2
    3 - LEP GREY AREA            GRADE  01     -  FORM 3
    4 - LEP GREY AREA            GRADES 02-12  -  FORM 4
    5 - LEP BELOW CRITERIA       GRADES 00-12  -  FORM 5
    6 - NOT LEP ABOVE CRITERIA   GRADES 01-12  -  FORM 6
    7 - NOT LEP GREY AREA        GRADES 01-12  -  FORM 7


LISTING OF STUDENTS WHO RECEIVED L7'S.          STATUS  AND NAME
    STUID  STUNAME  GRADE  STATUS  FORM #       2, 4, 8  -  LEP
    ITBS/TAP READING                            3        -  SPED LEP
    ITBS/TAP LANGUAGE                           0        -  DENIAL
    TEAMS R M W                                 7        -  EXITED
    CURRENT ENGLISH (PAL, IDEA, LAB)
```

86.22

```
**** PROCESS LEP ****

 _______________         _______________          ______________________
| GRADE = 00 |          | GRADE = 01 |           | GRADES 02-12 |
 _______________         _______________          ______________________
       |                        |                          |
       | YES                    | YES                      | YES
       |                        |                          |
       |                        |                          |
 _______________   YES    _______________                ____________________
| LANG > 49 |  ----- F2  | READ > 23 |   YES          | READ > 39 |    YES
 _______________         |    AND    |------- F3      |    AND    |  ----- F1
       |                 | LANG > 23 |                | LANG > 39 |
       | NO               _______________               ____________________
       |                        |                          |
      F5                        | NO                       | NO
                                |                          |
                               F5                    ____________________
                                                    | READ < 23 |    YES
                                                    |    OR     |  ----- F5
                                                    | LANG < 23 |
                                                     ____________________
                                                           |
                                                           | NO
                                                           |
                                                    THEREFORE:
                                                    READ = OR > 23
                                                      AND
                                                    LANG = OR > 23
                                                           |
                                                           |
                                                           |
                                                           F4

ON ALL FORMS PROCESSING:
    PRODUCE FORM
    UPDATE LEP FILE WITH L7-PROCESSED CODE
    PERFORM WRITE LISTING RECORD
    RETURN

**** PROCESS NOT LEP *****

   USE MOST CURRENT ENGLISH ACHIEVEMENT TEST.
   IF NO CURRENT ENGLISH ACHIEV TEST, USE EXIT TEST SCORES.
  _________________________________
 | READ > 39                       |         YES
 |    AND                          |------------- F6
 | LANG > 39                       |
  _________________________________
               |
               | NO
               |
               F7

$$DITTO EOJ                                                          |85|0090
```

86.22

Attachment F-6

BT

AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Intergovernmental Relations

Check LT's
to see
what
this means
Ignore Rallis
(it's not
in law
[illegible]
[illegible])
Looks like
K needs
to test
with
OLPT
but
Gr 1
does
not.
NS

May 22, 1987

MEMORANDUM

TO: Carmen Gamboa

FROM: Ann Cunningham AC

SUBJECT: Question for Oscar Cardenas

I have contacted TEA concerning your question about retesting with the OLPT for Kindergarten and 1st grade level students scoring above the 40th percentile in Reading and Language Arts on the ITBS (assuming the child meets English promotion standards). I received the following information:

First Grade - If we have a formal test score with national norms (ITBS) and can determine a total score for both Reading and Language Arts that is above the 40th percentile, have a mastery of TEAMS in English, and meet promotion standards, we do not need to retest with the OLPT. A new ruling will take affect next year that permits exit without retesting if the student is exempt from the TEAMS at first grade, but scores at or above the 40th percentile in both Reading and Language Arts and meets promotion standards.

Kindergarten - The objective here is to look at readiness. The student must score at or above the 40th percentile on the Language section of the ITBS (if that is what is used), be able to function in an English classroom, and be tested with OLPT and have a 4 or 5, for exit purposes.

This information was given to me by Evangelina Cuellar after consultation with Oscar Cardenas. If you want it in writing, we can request it. Please let me know.

dyh

xc: Nancy Schuyler ✓
Lee Laws
Maria Ramirez

APPENDIX F

5555 N. LAMAR BLVD., BLDG. H, AUSTIN, TEXAS 78751-1002 512/458-1291

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

April 28, 1987

TO: LPAC Coordinators

FROM: Nancy Schuyler and Carmen Gamboa ns CG

SUBJECT: LEP Annual Status Review Form (L7's)

Important! Important! Important! Important! Important!

State law requires that the status of all LEP students and those who have exited LEP status in the last two years be reviewed annually. Annual Status Review Forms (L7's) are attached for those in grades 4 and 6 at your school in these categories. Forms for all other elementary LEP students (including makeups) will follow on May 5 when ITBS and TEAMS scores are available. All forms must be signed by the LPAC. Note there are no L7's for Pre-K students because they are not allowed to exit. A roster of students receiving L7's at this time is included.

The forms are "new and improved" this year!

- They are letter-size to ease handling and filing;
- They are revised to meet new State requirements and TEA monitor comments;
- There are fewer variations than in the past; and
- TEAMS mastery information has been added.

TEAMS mastery information should be helpful in making decisions on all students but must be considered for those who may re-enter LEP status.

New requirements indicate the LPAC must review mastery of the essential elements (EE's) in English, grades, and promotion status. You do not have to check student's mastery of all essential elements. Just check students' grades and promotion status. If they have passing grades and can be promoted, that's evidence of mastering the EE's. Make sure all information listed on the L7's is available to the LPAC at their meeting (some ask for additional information).

A copy of the TEA regulations regarding exit decisions is attached. The L7's that are enclosed follow these guidelines. Filing the regulations sheet with your LPAC minutes would be excellent documentation that you used the criteria. Remember that the LPAC minutes should also reflect all in attendance and the date of the meeting(s). If someone is unable to attend, interview them by phone to verify agreement and note it in the minutes. You may also want to attach the roster with notes indicating who is LEP or not LEP. Please note in the minutes that more information on individual cases is available in the LEP folders. TEA wants such documentation.

When processing is complete, file the original of the L7 in the child's cumulative folder and **return** the carbon to ORE, Box 79, Administration Building by June 10. If you receive an L7 form for a student who is not at your school, please note this on the form and return it to ORE.

Also enclosed are LEP labels with updated information about LEP students to be placed on the student's LEP Student Measurement Data Card.

NS:CG:lg
Enclosure

cc: Principal
Oscar Cantu
Bilingual Coordinators
Maria Ramirez

Approved: DD
Executive Director
Department of Management Information

Approved: LaVonne Rogers
Assistant Superintendent for Elementary Education

#11elemL7

Attachment F-7
(Page 3 of 4)

86.22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

May 5, 1987

TO: LPAC Coordinators

FROM: Nancy Schuyler and Imelda Rodriguez

SUBJECT: LEP Annual Status Review Forms (L7's)

Important! Important! Important! Important! Important!

State law requires that the status of all LEP students and those who have exited LEP status in the last two years be reviewed annually. Annual Status Review Forms (L7's) are attached for those in grades 7-8 or grades 9-12 (as appropriate) at your school in these categories. Forms for students in grades 7-12 who took the ITBS or TAP during makeups will follow on May 19. All forms must be signed by the LPAC. A roster of students receiving L7's is included.

The forms are "new and improved" this year!

- They are letter-size to ease handling and filing;
- They are revised to meet new State requirements and TEA monitor comments;
- There are fewer variations than in the past; and
- TEAMS mastery information has been added.

TEAMS mastery information should be helpful in making decisions on all students but must be considered for those who may re-enter LEP status.

New requirements indicate the LPAC must review mastery of the essential elements (EE's) in English, grades, and promotion status. You do not have to check student's mastery of all essential elements. Just check students' grades and promotion status. If they have passing grades and can be promoted, that's evidence of mastering the EE's. Make sure all information listed on the L7's is available to the LPAC at their meeting (some ask for additional information).

A copy of the TEA regulations regarding exit decisions is attached. The L7's that are enclosed follow these guidelines. Filing the regulations sheet with your LPAC minutes would be excellent documentation that you used the criteria. Remember that the LPAC minutes should also reflect all in attendance and the date of the meeting(s). If someone is unable to attend, interview them by phone to verify agreement and note it in the minutes. You may also want to attach the roster with notes indicating who is LEP or not LEP. Please note in the minutes that more information on individual cases is available in the LEP folders. TEA wants such documentation.

When processing is complete, file the original of the L7 in the child's cumulative folder and **return** the carbon to ORE, Box 79, Administration Building by June 10. If you receive an L7 form for a student who is not at your school, please note this on the form and return it to ORE.

Also enclosed are LEP labels with updated information about LEP students to be placed on the student's LEP Student Measurement Data Card.

NS:IR:lg
Enclosure

cc: Principal

Approved: Glynn Ligon
Executive Director
Department of Management Information

Approved: Freda Holley
Assistant Superintendent for Secondary Education

#11seconL7

Attachment F-8

GRADE	NUMBER W/LOTE AND TESTED	NUMBER IDENTIFIED AS LEP	PERCENT IDENTIFIED AS LEP
Pre-K	464	438	94.40%
K	621	402	64.73%
1	139	105	75.54%
2	81	56	69.14%
3	75	62	82.67%
4	59	41	69.49%
5	61	45	73.77%
6	48	41	85.42%
7	45	42	93.33%
8	36	29	80.56%
9	59	54	91.53%
10	44	42	95.45%
11	19	18	94.74%
12	11	11	100.00%
TOTAL	1,762	1,386	78.66%

LOTE = Language other than English
As of June, 1987.

GRADE	NUMBER OF HISPANICS W/LOTE AND TESTED	NUMBER OF HISPANICS IDENTIFIED AS LEP	PERCENT IDENTIFIED AS LEP
Pre-K	436	427	97.94%
K	546	377	69.05%
1	98	75	76.53%
2	60	47	78.33%
3	47	40	85.11%
4	44	34	77.27%
5	43	31	72.09%
6	27	25	92.59%
7	36	33	91.67%
8	19	17	89.47%
9	32	30	93.75%
10	35	33	94.29%
11	7	7	100.00%
12	8	7	87.50%
TOTAL	1,438	1,183	82.27%

LOTE = Language other than English
As of June, 1987.

86.22

Attachment F-9

COUNTS OF LEP STUDENTS BY LANGUAGE
RANKED BY TOTAL

STATUS 2, 3, 4, 8

GRADES: Pre-K through 12

SPANISH	3454
VIETNAMESE	174
KOREAN	54
CHINESE	48
CAMBODIAN	30
JAPANESE	18
ARABIC	18
LAOTIAN	17
URDU	10
PORTUGESE	9
THAI	8
GUJARATI	8
PERSIAN	7
HINDI	7
TAIWANESE	4
INDIAN	4
HEBREW	4
ZULU	3
TAGALOG	3
SIGN LANGUAGE	3
ITALIAN	3
IRANIAN	3
GERMAN	3
BENGALI	3
TURKISH	2
NWEH	2
NAVAJO	2
FRENCH	2
FILIPINO	2
FARSI	2
CHITUMRUKA	2
YORUBA	1
SLOVENE	1
SINHALA	1
RUSSIAN	1
POLISH	1
PAMPANGO	1
PAKISTANI	1
NORWEGIAN	1
NEPALI	1
LEBANESE	1
KMERE	1
IBO	1
HUNGARIAN	1
GREEK	1
FINNISH	1
ENGLISH	1
DANISH	1
CROATION	1
CHAU CHOW	1
AMHARIC	1

TOTAL: 51 LANGUAGES

BILINGUAL/ESL PROGRAMS

Appendix G

DROPOUT FILE

DROPOUT FILE

Purpose

The purpose of this section is to provide information to answer the following decision and evaluation questions.

> Decision Question D1: Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?
>
> > Evaluation Question D1-4. How many LEP students drop out? Compared to Hispanic and overall rates?

Procedure

The Office of Research and Evaluation (ORE) has reported yearly high school dropout counts since 1983-84. In July, 1986, a longitudinal computerized data base (the Secondary Student Longitudinal File, or SSLF) was constructed that enables us to answer questions about the enrollment status of any group of high school students at any point in time, beginning with students enrolled during the 1983-84 school year. This year for the first time dropout codes were produced separately for LEP students, using the same procedure as for all students. A student was considered LEP if he or she had a LEP status code of 2 (active LEP), 3 (Special Education LEP), 7 (student who exited during the 1985-86 school year, or 8 (LEP-served by parent request) on the LANG file.

Assigning Dropout Status Codes on the SSLF

Our method for assigning dropout status codes on the SSLF is as follows:

- Each year's cohort includes all students enrolled in an AISD high school at any time during the school year.
- Any student who withdraws from AISD is first considered a dropout.
- If the student's transcript is requested by a district, school, or other institution offering a high school diploma, the student is judged to be pursuing an education and his/her classification is changed from "dropout" to "transfer."
- In July following each school year, dropout status codes are assigned to each student in that year's population. Possible statuses are:

  --still enrolled
  --school-year dropout (withdrew, no transcript request)

--school-year transfer (withdrew, transcript request)
--graduate
--died.

- The annual dropout rate is calculated by dividing the number of school-year dropouts by the total enrollment.

- Also in July, dropout codes assigned in years before the school year just completed are updated to reflect changes in status or information not available the previous July. Besides changes, two additional statuses became possible at this updating.

  --summer dropout (completed one school year, but did not show up the following school year, and no transcript request).
  --summer transfer (same as above but with transcript request).

- Longitudinal dropout rates are calculated from the updated numbers.

Results

Figure 1 shows the annual 1985-86 high school dropout rates by school for limited-English-proficient students and for the District as a whole.

- The overall high school LEP dropout rate was 21.3% compared to 10.7% for the District.
- Lanier and Travis had the highest LEP dropout rates (37.5% and 31.1%, respectively).
- Robbins, Austin and McCallum had the lowest LEP dropout rate.

	LEP STUDENTS			DISTRICT		
School	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Anderson	6	41	14.6	174	1,833	9.5
Austin	2	20	10.0	130	1,757	7.4
Crockett	6	32	18.8	411	3,115	13.2
LBJ	1	6	16.7	87	1,329	6.5
Johnston	10	54	18.5	182	2,085	8.7
Lanier	6	16	37.5	211	1,936	10.9
McCallum	3	30	10.0	99	1,526	6.5
Reagan	4	25	16.0	209	1,702	12.3
Robbins	0	1	0.0	52	264	19.7
Travis	32	103	31.1	356	2,347	15.2
Total	70	328	21.3	1,911	17,894	10.7

Figure 1. ANNUAL 1985-86 HIGH SCHOOL DROPOUT RATE BY SCHOOL FOR LIMITED-ENGLISH-PROFICIENT STUDENTS AND FOR THE DISTRICT.

Figure 2 shows the high school dropout rates by ethnicity, sex, and grade for LEP students and for the District.

- Hispanic LEP students had the highest dropout rate (23.6%) which was about 8% higher than at the District level (15.3%).
- Other LEP students had the second highest dropout rate (16%).
- 24.3% of the LEP males dropped out while only 17.3% of the females dropped out.
- LEP ninth graders were most likely to drop out (29.4%), while 12th graders were least likely to dropout (3.2%). This was also true for the District.

	LEP STUDENTS			DISTRICT		
Group	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Black	0	1	0.0	314	3,204	9.8
Hispanic	55	233	23.6	661	4,316	15.3
Other	15	94	16.0	936	10,374	9.0
Female	24	139	17.3	883	8,829	10.0
Male	46	189	24.3	1,028	9,065	11.0
Grade 9	48	163	29.4	911	6,393	14.2
Grade 10	13	83	15.7	456	4,500	10.1
Grade 11	8	51	15.7	354	3,713	9.5
Grade 12	1	30	3.2	190	3,288	5.8
Total	70	328	21.3	1,911	17,894	10.7

Figure 2. ANNUAL 1985-86 HIGH SCHOOL DROPOUT RATE BY ETHNICITY, SEX, AND GRADE FOR LIMITED-ENGLISH-PROFICIENT STUDENTS AND THE DISTRICT.

Figure 3 shows the 1985-86 junior high school dropout rates by school for LEP students and for the District.

- The overall LEP dropout rate was 9.9% compared to 5.1% for the District.
- The highest LEP dropout rate was at Fulmore with 11 (22.0%) of the 50 LEP students dropping out. At the District level, Robbins and Dobie had the highest dropout rate.
- The LEP dropout rate was lower than the overall rate at Dobie, Lamar, Pearce and Porter.
- The lowest dropout rate for the District was at Pearce.

	LEP STUDENTS			DISTRICT		
School	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Bedichek	1	14	7.1	56	1,261	4.4
Burnet	2	21	9.5	34	731	4.7
Dobie	1	24	4.2	91	758	12.0
Fulmore	11	50	22.0	77	1,173	6.6
Lamar	0	26	0.0	29	784	3.7
Martin	7	69	10.1	38	1,092	3.5
Murchison	16	155	10.3	46	655	7.0
O. Henry	3	30	10.0	33	795	4.2
Pearce	0	11	0.0	12	910	1.3
Porter	0	16	0.0	55	1,166	4.7
Robbins	*	*	*	10	29	34.5
Total	41	416	9.9	481	9,354	5.1

* Robbins did not have LEP students who dropped out.

Figure 3. ANNUAL 1985-86 JUNIOR HIGH SCHOOL DROPOUT RATE BY SCHOOL FOR LIMITED-ENGLISH-PROFICIENT STUDENTS AND THE DISTRICT.

Figure 4 shows the junior high school dropout rates by ethnicity, sex and grade for LEP students and for the District.

- Hispanics had the highest dropout rate for LEP students and at the District level (10.3% and 7.2%).
- Just as many males (9.8%) as females (9.9%) who were LEP dropped out.
- Grade 8 (10.3%) had a slightly higher dropout rate than seventh grade (9.5%). This was also true at the District level.

	LEP STUDENTS			DISTRICT		
Group	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Black	0	3	0.0	50	1,923	2.6
Hispanic	36	351	10.3	199	2,799	7.2
Other	5	62	8.1	232	4,665	5.0
Female	19	191	9.9	196	4,649	4.2
Male	22	225	9.8	285	4,705	6.1
Grade 7	22	232	9.5	224	4,712	4.8
Grade 8	19	184	10.3	257	4,642	5.5
Total	41	416	9.9	481	9,354	5.1

Figure 4. ANNUAL 1985-86 JUNIOR HIGH SCHOOL DROPOUT RATE BY ETHNICITY, SEX, AND GRADE FOR LIMITED-ENGLISH-PROFICIENT STUDENTS AND THE DISTRICT.

Discussion

Although the dropout rate for LEP students is high, it may be a slight overestimate. During the 1985-86 school year, the Title VII Program Specialist tried to keep track of everybody that left the program at Murchison. She wanted to find out whether the students who were leaving were going somewhere else to school or just dropping out. Of all the students who left, only two indicated they did not have plans to attend school. If these students really did enroll in schools somewhere else, then Murchison LEP dropout figures could be high. One possible explanation is that when a student goes back to their native country, that country is less likely to request a transcript than a U.S. school. On the other hand, students who said they planned to go to school may have never enrolled. In addition, the specialist mentioned that some LEP students only showed up for a day or two and never returned. These would also be included in the dropout count. Since transcript request is the basis used for calculating dropout rates, it is possible that some students were considered dropouts because a transcript was never requested for them. Thus, caution should be used in interpreting the dropout rates.

It should also be noted that junior high rates are not as reliable as senior high rates for any group.

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BILINGUAL/ESL PROGRAMS

Appendix H

District Surveys

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DISTRICT SURVEYS

Purpose

The purpose of this section is to provide information to answer the following decision and evaluation questions.

Decision Question D1: Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?

Evaluation Question D1-5: How satisfied are school staffs with the IDEA for screening and instructional placement of LEP students? Have teachers used it for diagnosis of instructional needs? What problems have schools encountered with use of the IDEA?

Evaluation Question D1-12: Did teachers use Spanish and English TEAMS practice activities? How often? Did they incorporate TEAMS-style items on their tests? Did they expand on activities provided?

Decision Question D2: Should staffing be changed or increased to better meet the needs of LEP students?

Evaluation Question D2-4: How many new LEP students are in school for the first time in 1986-87 (grades 1-6)? How many were new last year?

Evaluation Question D2-9: How many students had to be transferred to receive bilingual/ESL service? By school (sending and receiving)? Where are the gaps in coverage (by grade, school)? Are there ways to improve the way teacher and student transfers are handled?

Decision Question D3: Should Spanish speakers receive more instruction in their native language?

Evaluation Question D3-2: Does the achievement of first- and third-grade LEP grade LEP students vary significantly based on the number of LEP students in the classroom (1-2, 3-4, 5 or more)? How much Spanish is used in each setting?

Information Need I1: Do teachers of students monolingual in a language other than Spanish want or need community services?

District Surveys

Procedure

Based on information from the bilingual staff (elementary and secondary coordinators, Director of Elementary Education, ORE personnel), the survey items for teachers and administrators were developed. Once developed, they were given to the Directors of Elementary Management and Bilingual Education for their review. The questions were then passed on to the evaluator in charge of sending out the survey to about half of the teachers and all campus and central administrators in the Austin Independent School District (AISD) (see Attachment H-1 for details). This year the teacher and administrator surveys went out between March 13 through April 21.

Sample

Items given to various groups varied:

GROUP	ITEM NUMBERS
Administrators	
Elementary	3, 4, 5, 34, 35 & 36
Secondary	34
Teachers	
Bilingual/ESL endorsed pre-K & K	3-9, 105, 108, 113
Bilingual/ESL endorsed grade 1 & 3	3-9, 105, 106, 107, 108, 109, 110, 111, 112, 113
Bilingual/ESL endorsed grade 2, 4 & 6	3-9, 105, 106, 107, 108, 113
Bilingual/ESL endorsed grade 5	3-9, 105, 106, 107, 108, 110, 111, 113

Analysis

The data analyst produced printouts showing the number and percent of respondents giving each possible response. A chi square was done on items six and seven on the teacher survey and on item 9 on the teacher survey and item 5 on the administrator survey.

Results

Figure H-1 shows the administrator responses to the spring survey. Figure H-2 shows teacher responses. Attachment H-2 includes responses to open-ended items and general comments received.

Evaluation Question D1-5: How satisfied are school staffs with the IDEA for screening and instructional placement of LEP students? Have teachers used it for diagnosis of instructional needs? What problems have schools encountered with use of the IDEA?

- Approximately two-thirds of all administrators and one-third of the teachers surveyed were satisfied with the IDEA for screening LEP students. About half of the teachers were neutral, with only 8% dissatisfied. (Figures H-1 and H-2, Item 3)

- Two-thirds of the administrators and about half of the teachers agreed that IDEA test classifications resulted in appropriate instructional placement of LEP students. A high percentage (44%) of teachers and about a third (30%) of the administrators were neutral on the subject. (Figures H-1 and H-2, Item 4)

- Almost as many teachers agreed (33.7%), as disagreed (36.7%) that they used the IDEA test to diagnose students' instructional needs. (Figure H-2, Item 5)

- Forty-three percent of the teachers were confident with administering the IDEA (20% were not confident) while 52% were confident with scoring it. (These percentages were not significant differences). (Figure H-2, Items 6 and 7)

  Forty-three percent of the teachers were confident in their skills for determining the dominance for LEP students with limited English and Spanish ability (24% were not). (Figure H-2, Item 8)

- There was a significant difference in the number of teachers (29% of 125) who said they needed additional training and tips in using the IDEA and the number of administrators (56% of 48) who thought their teachers needed additional training. (Figure H-1, Item 5 and Figure H-2, Item 9)

It appears attitudes towards the IDEA are fairly positive given that this was the first year of implementation. One problem which has arisen is that the test appears quite difficult for pre-K and K students. This may account for some dissatisfaction. Determining dominance for students needing extra diagnosis based on IDEA results would probably be a good topic for staff training especially at these two grade levels. A new pre-IPT should be available for 1987-88.

Evaluation Question D1-12: Did teachers use Spanish and English TEAMS practice activities? How often? Did they incorporate TEAMS-style items on their tests? Did they expand on activities provided?

Response options for Items 109, 110, and 111 on the teacher survey ranged from 1 to more than 12 times; 0 was not listed. There is some problem in interpreting these results because those not responding may have not used TEAMS activities at all or may not have had LEP students this year (so the questions were inappropriate).

- Bilingual teachers (N=51) were asked how many times they used Spanish TEAMS activities. Based on a response rate of 15 of 51 (29%), a minimum of 29% of the grade 1-6 teachers surveyed, used the materials this year. About half of the teachers responding (N=15) estimated they used the Spanish activities with their LEP students one to three times 23% used them four to eleven times. Of the teachers who marked more than 12 and actually specified a number (N=4), it was estimated that the Spanish activities were used an average of 78 times. Of those responding, most either used TEAMS activities a few times or many times. (Figure H-2, Item 109)

- Bilingual teachers (N=53) were asked how many times they used the English TEAMS activities with their LEP students. A minimum of 49% of the teachers (those responding) used the English materials this year. Twenty-three percent of the teachers responding (N=26) estimated they used the activities 1 to 3 times, 28% used them 4 to 11 times. Of those that marked more than 12 and actually specified a number (N=6), it was estimated the practice activities were used 37 times. (Figure H-2, Item 110)

- Most (at least 73% of those surveyed) teachers appear to use TEAMS style items on tests they developed for their students. This is about the same return rate districtwide. The majority (61%) of teachers used TEAMS style items more than 12 times. (Figure H-2, Item 111)

Evaluation Question D2-4: How many new LEP students are in school for the first time in 1986-87 (grades 1-6)? How many were new last year? Response options for Items 106 and 107 on the teacher survey ranged from 1 to more than 12 times; 0 was not listed. There is some problem in interpreting these results because those not responding may not have had students with limited or no experience.

- Two-thirds of the teachers (N=59) responding to the survey had at least one LEP student who had limited or no school experience before entering AISD in 1986-87; 20% had two to three students and 5% had more than 12 students with limited or no school experience. (Figure H-2, Item 106)

- Almost 50% of the teachers (N=44) had at least one student with limited or no school experience in 1985-86; 14 of 44 teachers had two to three students and one had more than 12 students with limited or no school experience for a minimum of 29 students for these teachers. (Figure H-2, Item 107)

There appear to be a number of these students with special needs in AISD.

Evaluation Question D2-9: How many students had to be transferred to receive bilingual/ESL service? By school (sending and receiving)? Where are the gaps in coverage (by grade, school)? Are there ways to improve the way teacher and student transfers are handled?

Thirty-eight elementary administrators were asked on the District survey to describe the biggest problem with transferring LEP students to other campuses.

- A list of problems is included as Attachment H-2. The most frequent mentioned is the unwillingness of some schools to develop a bilingual program to serve LEP students.

Evaluation Question D3-2: Does the achievement of first- and third-grade LEP students vary significantly based on the number of LEP students in the classroom (1-2, 3-4, 5 or more)? How much Spanish is used in each setting?

We are unable to answer this question because it was our intention to have the same first and third grade teachers that got Item 108 get Item 112. In the assignment of survey questions this did not happen. We may try again next year. We did, however, get some results for the two questions independent of each other since the questions were not asked of the same teachers.

- One-fourth of the teachers (N=64) responding had provided bilingual instruction to at least one student, one-fourth to 2-4 students, and 17% to 12 or more students. The responses were distributed throughout the response scale. (Figure H-2, Item 108)

- Only 14 of 52 teachers responded to the question on how many minutes of Spanish language instruction they provided per day. Three teachers provided 41 to 60 minutes of instruction, three provided one to two hours of instruction, and three provided over three hours of Spanish instruction. (Figure H-2, Item 112)

Information Need I-1: Do teachers of students monolingual in a language other than Spanish want or need community services?

- Of the respondents (148 were surveyed), almost two-thirds of the teachers wanted tutors as an additional service for students monolingual in a language other than Spanish or Vietnamese. (Figure H-2, Item 113)

- Other suggestions given were:

  - More materials translated,

  - Materials in those languages with English on one side, and

  - Lower teacher/pupil ratio.

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Some questions were included in the administrator and teacher survey that provided some additional information.

Administrators were asked to estimate the number of times their campus LPAC formally met during the year.

- Of the nine elementary administrators responding, one-third said their LPAC met five times, two said three times, two said four times and two said six times. (Figure H-1, Item 34)
- Of the thirteen secondary administrators responding, about 50% said their LPAC met one to three times during the year. Thirty-one percent said they met eight to nine times. (Figure H-1, Item 34)

Teachers were asked how many years they had provided bilingual or ESL instruction to LEP students.

- Half the teachers responding (N=125) had taught one to five years. Forty-two percent had taught six to twelve years. Nine teachers had taught more than 12 years (an average of 15 years). (Figure H-2, Item 105)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 ADMINISTRATOR SURVEY - BILINGUAL/ESL

3. I HAVE BEEN SATISFIED WITH THE IDEA TEST FOR SCREENING LEP STUDENTS.
A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	41/46 (89%)	8 19.5%	18 43.9%	11 26.8%	3 7.3%	1 2.4%
ELEMENTARY	41	8 19.5%	18 43.9%	11 26.8%	3 7.3%	1 2.4%

4. IDEA TEST CLASSIFICATIONS RESULT IN APPROPRIATE INSTRUCTIONAL PLACEMENT OF LEP STUDENTS.
A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	43/48 (90%)	3 7.0%	25 58.1%	13 30.2%	2 4.7%	0 0.0%
ELEMENTARY	43	3 7.0%	25 58.1%	13 30.2%	2 4.7%	0 0.0%

Figure H-1. ADMINISTRATOR SURVEY RESULTS.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 ADMINISTRATOR SURVEY - BILINGUAL/ESL

5.I WOULD LIKE MY STAFF TO RECEIVE ADDITIONAL TRAINING AND TIPS IN USING THE IDEA TEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES		A	B	C	D	E
TOTALS	48/57	(84%)	6 12.5%	21 43.8%	6 12.5%	8 16.7%	7 14.6%
ELEMENTARY	48		6 12.5%	21 43.8%	6 12.5%	8 16.7%	7 14.6%

34.EACH YEAR, I ESTIMATE MY CAMPUS LPAC MEETS FORMALLY (WITH RECORDED MINUTES) _________ TIMES.

A. 1	E. 5	I. 9
B. 2	F. 6	J. 10
C. 3	G. 7	K. 11
D. 4	H. 8	L. 12 OR MORE

	NUMBER OF RESPONSES		A	B	C	D	E	F	G	H	I	J	K	L
TOTALS	22/33	(67%)	1 4.5%	2 9.1%	5 22.7%	3 13.6%	4 18.2%	2 9.1%	0 0.0%	3 13.6%	1 4.5%	0 0.0%	0 0.0%	1 4.5%
ELEMENTARY	9		0 0.0%	0 0.0%	2 22.2%	2 22.2%	3 33.3%	2 22.2%	0 0.0%	0 0.0%	C 0.0%	0 0.0%	0 0.0%	0 0.0%
SECONDARY	13		1 7.7%	2 15.4%	3 23.1%	1 7.7%	1 7.7%	0 0.0%	0 0.0%	3 23.1%	1 7.7%	0 0.0%	0 0.0%	1 7.7%

Figure H-1. (Page 2 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
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RESPONSE SUMMARY FOR SPRING 1987 ADMINISTRATOR SURVEY - BILINGUAL/ESL

35.I NEED _____ ADDITIONAL BILINGUAL/ESL TEACHERS IN ORDER TO MINIMIZE TRANSFERS.

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9
K. 10
L. 11
M. 12 OR MORE

	NUMBER OF RESPONSES		A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	39/51	(76%)	17 43.6%	7 17.9%	10 25.6%	3 7.7%	2 5.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ELEMENTARY	39		17 43.6%	7 17.9%	10 25.6%	3 7.7%	2 5.1%	0 0.0%	0 0.0%	0 0.0%	C 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

36.PLEASE DESCRIBE THE BIGGEST PROBLEM WITH TRANSFERRING LEP STUDENTS TO OTHER CAMPUSES. (USE BACK OF SURVEY IF NECESSARY.) (N = 38)

Figure H-2. (Page 3 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

3. I HAVE BEEN SATISFIED WITH THE IDEA TEST FOR SCREENING LEP STUDENTS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	110/168 (65%)	13	29	59	7	2
		11.8%	26.4%	53.6%	6.4%	1.8%
ELEMENTARY	110	13	29	59	7	2
		11.8%	26.4%	53.6%	6.4%	1.8%

4. IDEA TEST CLASSIFICATIONS RESULT IN APPROPRIATE INSTRUCTIONAL PLACEMENT OF LEP STUDENTS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	121/188 (64%)	11	43	53	12	2
		9.1%	35.5%	43.8%	9.9%	1.7%
ELEMENTARY	121	11	43	53	12	2
		9.1%	35.5%	43.8%	9.9%	1.7%

Figure H-2. TEACHER SURVEY RESULTS. (Page 1 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

5. I HAVE USED THE IDEA TEST TO DIAGNOSE STUDENTS' INSTRUCTIONAL NEEDS.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	98/167 (59%)	9 9.2%	24 24.5%	29 29.6%	16 16.3%	20 20.4%
ELEMENTARY	98	9 9.2%	24 24.5%	29 29.6%	16 16.3%	20 20.4%

6. I FEEL CONFIDENT IN MY SKILLS IN ADMINISTERING THE IDEA TEST.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	121/183 (66%)	27 22.3%	25 20.7%	45 37.2%	10 8.3%	14 11.6%
ELEMENTARY	121	27 22.3%	25 20.7%	45 37.2%	10 8.3%	14 11.6%

Figure H-2. (Page 2 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

7.I FEEL CONFIDENT IN MY SKILLS IN SCORING THE IDEA TEST.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	108/169 (64%)	29 26.9%	27 25.0%	34 31.5%	7 6.5%	11 10.2%
ELEMENTARY	108	29 26.9%	27 25.0%	34 31.5%	7 6.5%	11 10.2%

8.I FEEL CONFIDENT IN MY SKILLS IN DETERMINING DOMINANCE FOR LEP STUDENTS WITH LIMITED ENGLISH AND SPANISH ABILITY (NES/NSS AND LES/LSS ON THE IDEA TEST).
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	112/165 (68%)	14 12.5%	34 30.4%	37 33.0%	11 9.8%	16 14.3%
ELEMENTARY	112	14 12.5%	34 30.4%	37 33.0%	11 9.8%	16 14.3%

Figure H-2. (Page 3 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

9.I WOULD LIKE ADDITIONAL TRAINING AND TIPS IN USING THE IDEA TEST.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	125/179 (70%)	10 8.0%	26 20.8%	43 34.4%	23 18.4%	23 18.4%
ELEMENTARY	125	10 8.0%	26 20.8%	43 34.4%	23 18.4%	23 18.4%

105.HOW MANY YEARS HAVE YOU PROVIDED BILINGUAL OR ESL INSTRUCTION TO LEP STUDENTS (INCLUDING THIS YEAR)?

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6
G. 7
H. 8
I. 9
J. 10
K. 11
L. 12
M. MORE THAN 12 ______ (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	125/176 (71%)	18 14.4%	12 9.6%	9 7.2%	14 11.2%	10 8.0%	15 12.0%	13 10.4%	6 4.8%	7 5.6%	5 4.0%	3 2.4%	4 3.2%	9 7.2%
ELEMENTARY	125	18 14.4%	12 9.6%	9 7.2%	14 11.2%	10 8.0%	15 12.0%	13 10.4%	6 4.8%	7 5.6%	5 4.0%	3 2.4%	4 3.2%	9 7.2%

Figure H-2. (Page 4 of 8)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

106. HOW MANY OF YOUR LEP STUDENTS HAD LIMITED OR NO SCHOOL EXPERIENCE BEFORE ENTERING AISD IN 1986-87?

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6
G. 7
H. 8
I. 9
J. 10
K. 11
L. 12
M. MORE THAN 12 ______ (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	59/130 (45%)	39 66.1%	7 11.9%	5 8.5%	1 1.7%	1 1.7%	1 1.7%	0 0.0%	0 0.0%	1 1.7%	0 0.0%	0 0.0%	1 1.7%	3 5.1%
ELEMENTARY	59	39 66.1%	7 11.9%	5 8.5%	1 1.7%	1 1.7%	1 1.7%	0 0.0%	0 0.0%	1 1.7%	0 0.0%	0 0.0%	1 1.7%	3 5.1%

107. IF YOU PROVIDED BILINGUAL AND/OR ESL INSTRUCTION TO LEP STUDENTS IN 1985-86, HOW MANY HAD LIMITED OR NO SCHOOL EXPERIENCE BEFORE ENTERING AISD IN 1985-86?

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6
G. 7
H. 8
I. 9
J. 10
K. 11
L. 12
M. MORE THAN 12 ______ (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	44/119 (37%)	20 45.5%	6 13.6%	8 18.2%	3 6.8%	1 2.3%	4 9.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.3%	1 2.3%
ELEMENTARY	44	20 45.5%	6 13.6%	8 18.2%	3 6.8%	1 2.3%	4 9.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 2.3%	1 2.3%

Figure H-2. (Page 5 of 8)

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

108.HOW MANY OF YOUR HISPANIC LEP STUDENTS DO YOU SERVE WITH BILINGUAL INSTRUCTION?

A. 1 D. 4 G. 7 J. 10 M. MORE THAN 12
B. 2 E. 5 H. 8 K. 11 ________
C. 3 F. 6 I. 9 L. 12 (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	64/172 (37%)	18 28.1%	4 6.3%	6 9.4%	7 10.9%	6 9.4%	2 3.1%	3 4.7%	2 3.1%	3 4.7%	2 3.1%	0 0.0%	2 3.1%	9 14.1%
ELEMENTARY	64	18 28.1%	4 6.3%	6 9.4%	7 10.9%	6 9.4%	2 3.1%	3 4.7%	2 3.1%	3 4.7%	2 3.1%	0 0.0%	2 3.1%	9 14.1%

109.ESTIMATE THE NUMBER OF TIMES YOU USED THE SPANISH TEAMS PRACTICE ACTIVITIES WITH YOUR LEP STUDENTS.

A. 1 D. 4 G. 7 J. 10 M. MORE THAN 12
B. 2 E. 5 H. 8 K. 11 ________
C. 3 F. 6 I. 9 L. 12 (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	15/51 (29%)	5 33.3%	1 6.7%	1 6.7%	0 0.0%	0 0.0%	1 6.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 46.7%
ELEMENTARY	15	5 33.3%	1 6.7%	1 6.7%	0 0.0%	0 0.0%	1 6.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 46.7%

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - BILINGUAL/ESL

110.ESTIMATE THE NUMBER OF TIMES YOU USED THE ENGLISH TEAMS PRACTICE ACTIVITIES WITH YOUR LEP STUDENTS.

A. 1 D. 4 G. 7 J. 10 M. MORE THAN 12
B. 2 E. 5 H. 8 K. 11 ____________
C. 3 F. 6 I. 9 L. 12 (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	26/53 (49%)	3 11.5%	1 3.8%	2 7.7%	0 0.0%	1 3.8%	0 0.0%	0 0.0%	1 3.8%	2 7.7%	2 7.7%	0 0.0%	1 3.8%	13 50.0%
ELEMENTARY	26	3 11.5%	1 3.8%	2 7.7%	0 0.0%	1 3.8%	0 0.0%	0 0.0%	1 3.8%	2 7.7%	2 7.7%	0 0.0%	1 3.8%	13 50.0%

111.ESTIMATE THE NUMBER OF TIMES YOU USED TEAMS-STYLE ITEMS ON TESTS YOU DEVELOPED FOR YOUR STUDENTS.

A. 1 D. 4 G. 7 J. 10 M. MORE THAN 12
B. 2 E. 5 H. 8 K. 11 ____________
C. 3 F. 6 I. 9 L. 12 (SPECIFY)

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M
TOTALS	51/70 (73%)	0 0.0%	0 0.0%	1 2.0%	2 3.9%	3 5.9%	3 5.9%	0 0.0%	0 0.0%	0 0.0%	6 11.8%	0 0.0%	5 9.8%	31 60.8%
ELEMENTARY	51	0 0.0%	0 0.0%	1 2.0%	2 3.9%	3 5.9%	3 5.9%	0 0.0%	0 0.0%	0 0.0%	6 11.8%	0 0.0%	5 9.8%	31 60.8%

Figure H-2. (Page 7 of 8)

112.IF YOU ARE PROVIDING BILINGUAL INSTRUCTION TO HISPANIC STUDENTS, HOW MANY MINUTES OF SPANISH LANGUAGE INSTRUCTION DO YOU PROVIDE PER DAY?

A.LESS THAN 20 MINUTES
B.20 TO 40 MINUTES
C.41-60 MINUTES
D.61-120 MINUTES
E.121-180 MINUTES
F.OVER 180 MINUTES

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	14/52 (27%)	1 7.1%	2 14.3%	3 21.4%	3 21.4%	2 14.3%	3 21.4%
ELEMENTARY	14	1 7.1%	2 14.3%	3 21.4%	3 21.4%	2 14.3%	3 21.4%

113.I NEED THE FOLLOWING ADDITIONAL SERVICES FOR MY STUDENTS WHO ARE MONOLINGUAL IN A LANGUAGE OTHER THAN SPANISH OR VIETNAMESE.

A. TUTORS
B. INTERPRETERS
C. OTHER (SPECIFY)_________

	NUMBER OF RESPONSES	A	B	C
TOTALS	60/148 (41%)	37	6	17
ELEMENTARY	60	37	6	17

Figure H-2. (Page 8 of 8)

The key characteristics of these surveys are summarized in the table below.

CHARACTERISTICS	SURVEY		
	STUDENT	TEACHER	ADMINISTRATOR
Population Surveyed	All high school students	50% random sample of teachers	All campus and central administrators
Survey Topics	Vocational course interests, quality of education, "no pass, no play," teaching as a career, extracurricular activities, PAL Program, summer school	Adopt-A-School, AIM High, teacher appraisal system, Bilingual/ESL Program, Cable 8, extracurricular transportation, Magnet Program, newsletters, Outdoor Learning, PAL Program, Project BEST, retention, school climate, staff development, Student Assistance Program, TEAMS, testing, time use, Title VII	Academic Incentive Program, Adopt-A-School, AIM High, Bilingual/ESL Program, Cable 8, extracurricular transportation, Magnet Program, newsletters, Outdoor Learning, PAL Program, Project BEST, retention, school climate, School Community Guidance Program, staff development, Student Assistance Program, TEAMS, testing, time use, Title VII, Transitional Academic Program
Dates of Administration	November 14 - 24	March 13 - April 20	March 25 - April 21
Total Number of Items	29	210	86
Range of Items Per Respondent	10 - 15	13 - 23	10 - 18
Number of Surveys	15,646	1,851	297
Number of Surveys Returned	13,035	1,307	257
Percentage of Surveys Returned	83%	71%	87%

Administrators

Please describe the biggest problem with transferring LEP students to other campuses.

- Transfer of problem students on the basis that they are LEP when the students could remain on their home campus with no problem.
- Travis has the greatest number and other campuses don't give time to develop a program. Help LEP students find home.
- Other principals do not want to accept these students.
- Finding a campus willing and able to take them.
- Some LEP students do move from school to school and just take the green card to the next school. Information on this card is inadequate; more information is needed for proper initial placement.
- Paperwork of transfer
- The biggest problem would be adjusting to the new campus, teachers, and making new friends.
- Conflicting instructions, much unnecessary paperwork, incorrect ORE reports.
- Finding a school with available space. Getting parents to see the transfer would be a sound decision.
- Not every campus has bilingual and/or ESL teachers.
- Special evening orientation session for students and parents with counselors and administrators. Orientation for students prior to coming to Crockett.
- Lunch and tour with PAL student.
- Schedule prior to coming to Crockett.
- Counseling

BILINGUAL/ESL PROGRAMS

Appendix I

PROGRAM RECORDS/PERSONNEL FILES

PROGRAM RECORDS/PERSONNEL FILES

Purpose

The purpose of this section is to provide information to answer the following decision and evaluation questions.

> **Decision Question D2:** Should staffing be changed or increased to better meet the needs of LEP students?
>
> > **Evaluation Question D2-6:** How many teachers are bilingually endorsed? ESL endorsed? Compared to 1985-86? Has the ratio of LEP students to teachers improved?
> >
> > **Evaluation Question D2-7:** What percentage of bilingual teachers were eligible for the stipend as of spring, 1987? How many bilingual students did they teach? Compared to 1985-86?
> >
> > **Evaluation Question D2-8:** Where are the gaps in coverage (by grade, school)? Where are the gaps in bilingual/ESL coverage (by grade, school)? Can bilingual and ESL teachers be placed so that all LEP students are served?
> >
> > **Evaluation Question D2-10:** How do alternative student assignment plans impact delivery of bilingual/ESL education?
> >
> > **Information Need I:** What was the cost per student hour of bilingual education; ESL?

Procedure

To answer Evaluation Questions D2-6 and D2-8, the District Priorities' data analyst generated a printout in March, 1987 which listed active LEP students by dominance, parent denials, and transfers plus it also included the number of endorsed teachers by school. The Evaluation Associate for District Priorities and a coder looked at gaps in coverage of bilingual instructions by taking several counts based on the data given.

A count of bilingual, ESL, and Austin ESL teachers was done overall for elementary and secondary (Attachment I-1). All endorsed teachers were included; administrators, counselors, and helping teachers were not.

Bilingual Stipends

The principals, the Director of Elementary Bilingual Education, the Finance Office, and Personnel all had a role in keeping track of who was eligible for and receiving a bilingual stipend. The Director of Elementary Bilingual Education provided a copy of the criteria (see Attachment I-2). Principals had to complete a form each time teachers became eligible or ineligible. Her secretary kept track (through a paper file) of those receiving the stipend.

ORE borrowed these forms and made a list of the number of A-C students served by each teacher who received a stipend. All teachers (as of May, 1987) were counted even if they were only eligible part of the year. A few teachers became ineligible for short periods and then eligible again; they were counted only once.

A median and mean number of LEP A, B, and C students (and the range) was then calculated.

The Cost of Bilingual/ESL Services

An information need that arose during the year was the cost of providing bilingual and ESL instruction.

An attempt was made to determine costs incurred for bilingual and ESL services above and beyond those for the regular AISD program. The basic cost components that were analyzed included:

- Bilingual stipends,
- Vietnamese centers at Wooten and Walnut Creek,
- Murchison Bilingual
- Travis Sheltered Bilingual Program,
- LEP pre-K, pre-first summer school,
- Administration
  --Personnel, travel, telephone, consultants
  --Supplies, materials, stipends, reproduction (much used at schools),
- Evaluation.

Allocated costs from AISD's 1986-87 budget were generally used because they reflect the amount that had to be set aside for each component. A number of cost centers included bilingual costs from the elementary and secondary areas:

Elementary

OCR Waiver (Vietnamese)	117-11-6XXX.2G-822
Pre-K, Pre-1st Summer School	117-XX-6XXX.9J-822
Bilingual/ESL (Administration)	117-XX-6XXX.04-822
Bilingual/ESL (Admin. materials)	117-XX-6XXX.04-822

Secondary

ESOL-Coordinator	117-XX-6XXX.XX-836
Murchison Bilingual	117-XX-6XXX.1L-836
Travis Bilingual	117-XX-6XXX.04-836

All Level

Bilingual/ESL Compliance	117-XX-6XXX.XX-850
Special Populations Evaluation	117-XX-6XXX.XX-852

Special populations and district priorities functions were combined and reallocated in terms of responsibilities in 1985-86. The cost for bilingual/ ESL evaluation was estimated based on .75 evaluation associate, .33 evaluator, .40 data analyst, temporary help, .31 reproduction, .33 supplies, and .33 other expenses.

Students served were generally based on official fall figures (October TEA counts). The amount of time served was estimated based on information from written materials and staff. We attempted to be fair but generous in determining student contact hour costs per year.

The cost per student represents the allocation divided by the number of students served. The cost per full-time equivalent student represents the allocation divided by the total number of full-time equivalent student (cost per hour) times 175 school days. It was not possible to calculate this cost for all components. In most cases, funds were used almost completely. In the case of stipends, allocations and expenditures are listed (both numbers were obtained from the coordinator for elementary bilingual programs). Expenditures were used for transportation. These were obtained from transportation staff for each component in June.

Most teachers' basic salaries were not included because LEP students are simply assigned to teachers endorsed in bilingual or ESL and they provide all of the students' basic instruction. However, some teachers were included for specific reasons:

- Four additional Vietnamese teachers assigned to Walnut Creek and Wooten because they work as resource teachers (in the absence of sufficient Vietnamese/English bilingual classroom teachers).
- Four bilingual teachers at Murchison (ESL is the only required program at junior high);
- A teacher assigned to the Sheltered Bilingual Program at Travis (not a required program);
- Summer school teachers.

Results

Evaluation Question D2-6: How many teachers are bilingually endorsed? ESL endorsed? Compared to 1985-86, has the ratio of LEP students to teachers improved?

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Teachers who provide TBE must be bilingually endorsed (see definitions below). ESL must be provided by ESL or bilingually endorsed teachers. The supply of such teachers is therefore critical. Most of the teachers endorsed as bilingual or "regular ESL" work with LEP students annually. Teachers generally have both LEP and non-LEP students in their classrooms. However, only some "Austin ESL" endorsed teachers work with LEP students. The adequacy of the Austin ESL teachers' backgrounds in meeting the needs of LEP students varies considerably.

Bilingually endorsed -- Teachers have completed a series of college courses preparing them to provide dual language instruction and passed oral and written Spanish proficiency tests.
Regular ESL -- Teachers have completed four college courses focusing on ESL techniques.
Austin-ESL -- Teachers had one or more LEP students in their classes prior to 1980-81. TEA granted ESL endorsement to such teachers statewide as long as the teachers stayed in the same district.

FIGURE I-1
BILINGUAL AND ESL-ENDORSED TEACHERS 1986-87

	Elementary		Secondary		Teacher
Endorsement	Teachers	Students	Teachers	Students	Total
Bilingual --					
Spanish	321*	2,668*	8**	135*	329
Vietnamese	4	72	-	-	4
Regular ESL	61	341	13	645	74
Austin ESL	357	-	63	-	420

*Official October counts for students. March count of teachers.

**Bilingual instruction is only offered at Murchison Junior High; the other four bilingually endorsed teachers are assigned to high schools where ESL is the only program offered. The average number of students per bilingual teacher at Murchison is 33.8 (135/4). One teacher at Travis provides dual language instruction to Hispanic LEP A, B, C students (90 as of October) for one hour per day; however, this does not meet the requirements of TBE.

The number of bilingually endorsed teachers increased in 1983-84, 1984-85, and 1985-86. **The supply of bilingually endorsed teachers decreased from 342 in 1985-86 to 333 in 1986-87 (a 3% decrease). Thus, while the number of students needing bilingual service increased by 26%, (2279 in 1985-86 and 2,875 in 1986-87) the supply of teachers decreased.** The count of students needing bilingual service included Hispanic (grades Pre-K through 8) and Vietnamese students receiving bilingual education.

The number of Austin ESL certified teachers (420) far exceeded the number of regular ESL teachers (74) in 1986-87. The supply of regular-ESL-endorsed teachers increased by 6 (8%) in 1986-87 but the number of Austin-ESL-teachers decreased substantially (26%) from 567 to 420.

This year 17 elementary schools were fully staffed with a bilingual teacher at every grade level they served. The goal for next year is to have the 16 priority schools (those with primarily lower income students) fully staffed to provide bilingual service and have some designated cluster centers around the city to which LEP students can transfer if their home school cannot serve them. The best way to examine whether the supply of bilingual and ESL teachers is adequate is to examine the number of bilingual student transfers and gaps in service. Transfers and gaps in service are discussed in Appendix D of this report.

Evaluation Question D2-7: What percentage of bilingual teachers were eligible for the stipend as of spring, 1987? How many bilingual students did they teach?

Compared to 1985-86 the total number of stipended teachers increased from 271 to 302. Of these, the number of A, B, and C students served was listed for 301; 73.1% of these had 10 or fewer LEP A, B, C students. Those who had 15 or fewer LEP students represented 83.4% of the total teachers.

Teachers were then looked at in terms of the average number of LEP students per teacher. This average was based on a total of 3,008 LEP A, B, and C students served. The median was 6 LEP students per stipended teacher. The overall mean per teacher was 9.99. However, this group included eight special area elementary and four secondary teachers for whom a large number of students were listed as served. An adjustment was made for these students by dividing the number listed by the five periods in the teaching day. Subsequently, the adjusted mean was 8.3 LEP students per stipended teacher. The following figure shows the number of stipended teachers serving various numbers of LEP A, B, and C students.

Figure I-2
NUMBER OF STIPENDED TEACHERS SERVING VARIOUS
NUMBERS OF LEP A, B, AND C STUDENTS.

Number of LEP* A, B, C Students	Number of Teachers	
1	24	(7.9%)
2	16	(5.3%)
3	33	(10.9%)
4	34	(11.3%)
5	24	(7.9%)
6	29	(9.6%)
7	25	(8.3%)
8	17	(5.6%)
9	10	(3.3%)
10	8	(2.6%)
11	11	(3.6%)
12	6	(2.0%)
13	6	(2.0%)
14	5	(1.7%)
_15	53	(17.5%)
Unknown	1	(0.3%)
TOTAL	301	(100.1%)**

* Unadjusted Numbers
**Numbers do not add to 100% due to rounding off adjustments.

In 1985-86, a salary supplement was instituted for bilingual teachers as a recruiting tool. Teachers who met criteria all year were awarded $1,500; others were prorated according to length of eligibility. Supplements were awarded to pre-K through grade 12 teachers who:

1. Held a valid teaching certificate with a bilingual endorsement or a bilingual special permit,

2. Engaged for at least three hours during the day in basic or supplementary dual language instruction through any or all of these components of Transitional Bilingual Education: language arts, mathematics, science, and/or social studies, and

3. Worked with LEP students dominant in another language or balanced in English and another language (LEP categories A, B, and C).

There were 333 teachers with bilingual endorsement in AISD as of March, 1987. The number of individual teachers receiving a stipend was totaled as of the end of the year. Some teachers left mid-year and were replaced, increasing the total number of individual teachers receiving a stipend. At year's end:

- 302 bilingually endorsed teachers (an increase from 271 in 1985-86) had received a stipend (297 elementary, 4 junior high, 1 high school);
- 3,008 (up from 2,799 in 1985-86) LEP A, B, and C students were served by these teachers. The median number of students served by these teachers was six both years.
- 73% of the stipended teachers served 10 or fewer LEP A, B, and C students (**plus** non-LEP students).

SUMMARY

The LEP student population in AISD has been increasing. Until 1986-87, the number of bilingually-endorsed teachers was also increasing. In 1986-87, however, the number decreased. The bilingual stipend did not have enough impact to increase teacher supply this year.

On the other hand, the percentage of bilingual teachers earning the stipend increased this year. AISD appears to be utilizing bilingual teachers better with the students in greatest need. This increase also supports personnel reports that the stipend encouraged some endorsed teachers to work with LEP students who had not previously.

Evaluation Question D2-8: Where are the gaps in coverage (by grade, school)? Where are the gaps in bilingual/ESL coverage (by grade, school)? Can bilingual and ESL teachers be placed so that all LEP students are served?

The gaps in coverage are described in Appendix D of this report.

The number of bilingual teachers would be sufficient if AISD could perfectly predict the schools and grade levels where bilingual teachers were needed or placed where LEP students attended school; however, problems with student mobility and other personnel needs at the school make this very difficult.

Evaluation Question D2-10: How do alternative student assignment plans impact delivery of bilingual/ESL education?

The goal for next year is to have the 16 priority schools (those with primarily lower income students) fully staffed to provide bilingual service. Additional plans are to have some designated cluster centers around the city to which LEP students can transfer if their home school cannot serve them. (Complete information on gaps and cluster centers is provided in Appendix D of this report.)

Information Need I2: What was the cost per student hour of bilingual education; ESL?

Costs incurred for bilingual and ESL services above and beyond those for the regular AISD program are shown in Figure I-3.

Overall, the allocated costs for bilingual programs in 1986-87 were $1,792,260 ($433 per LEP student or $199 per LOTE student). The allocated costs in 1986-87 compared to 1985-86 decreased by $453,364 primarily because two components were dropped (Hispanic Curriculum Transfer Centers and bilingual aides). However, costs for some other components did increase.

The highest cost were for components in which transportation of students was required. While transporting students may be the most efficient way to provide service, ways to reduce costs should always be explored.

- Although the cost for the Vietnamese program is high, the program is required. There are insufficient teachers to provide bilingual instruction for Vietnamese students throughout the District. Therefore, students are transported to the Vietnamese Centers. Teachers act as resource teachers, serving students for 1.5 to 2 hours per day.
- The cost per student for Murchison and Travis is slightly lower this year because more students were served. The junior high bilingual program will be at Martin rather than Murchison next year--this may reduce transportation costs.
- Summer school allocated costs and expected student enrollment for 1987 were higher than in 1986. Actual enrollment appears to be lower than expected (about 400) but final expenditures are not yet known (they will probably be considerably lower than the allocation).

FIGURE I-3
COST SPECIFICALLY FOR BILINGUAL/ESL SERVICES, 1986-87

COMPONENT	OCT., 1986 STUDENTS SERVED	BUDGET ALLOCATION	COST PER STUDENT	STUDENT CONTACT HOURS PER YEAR	COST PER FTE
Vietnamese Centers	73	T=$119,330.00* B=$ 77,844.55 Total=$197,174.55	$1,634.66 $1,066.36 Total=$2,701.02	1-2 hrs. each day 25,550 hrs. total (at 2.0 hours)	$ 8,104.17
Murchison	135	T=$102,557.00 B=$110,871.60 Total=$213,428.60	$ 759.68 $ 821.27 Total=$1,580.95	1-6 hrs/day, 136,500 hrs. total (at 6 hrs/student)	$ 1,580.95
Travis **Official October Count, LEP A, B, & C Students	90**	T=$ 19,494.00 B=$ 25,959.67 Total=$ 45,453.67	$ 216.60 $ 288.44 Total=$ 505.04	1 extra (1 required, 2 provided) 15,750 total	$ 3,030.24
Summer School 1987 (pre-k, pre-1)	700	$291,389	$ 416.27	4 hrs./day 8 wks. 112,00 total	$ 2,731.69
Bilingual Stipends	3,008	$387,500 Allocated $445,509 Expended	$ 128.82 $ 148.11	3-6 hrs. per day per student	
Administration (Elementary & Secondary)	5,909***	Personnel etc. = $389,054.00 Supplies, etc. = $144,621.00 Total=$533,675.00	$ 65.84 $ 24.47 Total=$ 90.32		
Evaluation	8,999 LOTE****	$ 65,629.83	$ 7.29		
TOTAL	4,143 LEP 8,999 LOTE	$1,792,259.65	$ 432.60 $ 199.16		

KEY
E=Elementary T=Teachers
S=Secondary B=Busses
FTE=Full-time Equivalent Student (Annual cost of the services if provided full time -- 6 hours/day --for 175 days)

*Allocated amount was not completely used up because only four teachers were hired rather than the five the budget called for. ***Seven staff at 4,143 LEP and four at 8,999 LOTE students.
****As of March, 1987.

Endorsement	Pre-K	K	1	2	3	4	5	6	Total Pre-K-6	7 - 8	9 - 12	Total 7 - 12	Grand Total
Bilingual	16	59	70	55	42	35	26	22	325	4	4	8	333
Regular ESL	4	12	15	16	5	2	3	4	61	8	5	13	74
Austin ESL	4	48	61	49	50	49	50	46	357	15	48	63	420
Total	24	119	146	120	97	86	79	72	743	27	57	84	827

NUMBER OF AISD TEACHERS WITH BILINGUAL AND ESL ENDORSEMENT, 1986-87. Regular ESL represents teachers who have completed four courses in ESL techniques. Austin ESL represents teachers granted certification in Austin ISD only because they taught LEP students prior to 1980-81.

86.22

Attachment I-2
(Page 1 of 7)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
Department of Management, School Services
and Special Programs

August 22, 1986

TO: Principals Addressed and Bilingual Teachers
All Elementary Principals
St. John's Early Childhood
Murchison Junior High
Travis High School
Bilingual Teachers

FROM: Dr. Rubén Olivárez RDO and Carmen Gamboa cg

SUBJECT: Bilingual Teacher Salary Supplement, PreK-12

The $1,500 salary supplement will again be paid in monthly increments to bilingual teachers who meet the eligibility criteria. Copies of the administrative guidelines as issued by Dave Schenkel from Personnel are included for you and your teachers. In addition to the printed criteria, Mrs. Ruth MacAllister has asked that all bilingual PreK-6 teachers receive training to administer the IDEA Test and be available to administer it when necessary to new potentially LEP students.

Monthly increments will begin with the October check; therefore, principals are to send in their paperwork (Form A) to Carmen Gamboa by September 30 so that eligible teachers may receive their September and October increments with their October check. They will continue to receive the monthly increment thereafter unless principals report a teacher(s) as no longer eligible to Carmen Gamboa on Change Form-2. Teachers, please help your principal by apprising him/her of changes.

As new teachers become eligible after the initial September report is turned in (Form A), principals will report that addition to Carmen Gamboa on Change Form-2.

Principals and teachers, we are depending on you to carry out the bilingual instruction which the salary supplement requires. We have kept the bilingual teachers stipend during this year of budgetary constraints because we believe teachers merit it. With this in mind, give critical consideration to ORE's findings in the current issue of FEEDBACK captioned, "How Much Spanish Instruction Do LEP Students Receive?" The areas of concern pointed out in the same issue also deserve serious attention. Ensure that your campus program addresses these issues throughout the year.

Please observe the September 30 deadline.

Should you have any questions, please call Carmen Gamboa at 451-8411, Ext. 327 or 328.

Attachments

xc: Dr. Gonzalo Garza
Ruth MacAllister
Dr. Timy Baranoff
Dave Schenkel
Perry Jackson
Derly Rivera
Wray Plicque
Stanley Peterman
Frank Partee
Bilingual Instructional Coordinators
María Ramírez
Dr. Imelda Rodriguez
Dr. Nancy Schuyler ✓
Belinda Olivárez Turner

ADMINISTRATIVE GUIDELINES FOR IMPLEMENTING THE BILINGUAL SALARY SUPPLEMENT, 1985-86

DEA-R
(LOCAL)

Amount of Supplement and

I. The $1,500 bilingual salary supplement will enhance the Austin Independent School District's holding and recruiting power of teachers endorsed in Bilingual Education.

II. The annual bilingual salary supplement of $1,500 will be paid in monthly increments, not to exceed 9 months. The eligibility criteria must be met for at least 10 working days during the month in order to qualify for the month.

III. To be eligible for the salary supplement, bilingual certified teachers assigned to grades PreK-12 must:

A. hold a valid teaching certificate with a bilingual endorsement or a bilingual special permit; and

B. be engaged for at least 3 hours during the day in the basic or supplementary dual language instruction, commensurate with student needs, of at least one LEP student of any language category A, B or C to provide the essential elements through any or all of these components of Bilingual Education: Language Arts (reading, oral language development/grammar, written composition, spelling, handwriting), Mathematics, Science and/or Social Studies.

IV. Bilingually certified teachers assigned to the special education program and externally funded programs are eligible for the bilingual salary supplement provided that they meet the above requirements.

V. The principal must certify the teachers for the bilingual salary supplement on forms provided by the Office of Bilingual Education and approved by the Office of Bilingual Education and the Personnel Office.

VI. The Department of Finance will determine and make known the monthly payroll deadlines for the inclusion of the bilingual salary supplement as earned by a qualified bilingual teacher.

ROLES

I. The campus principal will.

A. ensure that LEP students in the A-C language categories receive the six components of Bilingual Education commensurate with their language needs;

B. explain the bilingual salary supplement eligibility procedure, as appropriate, to the bilingual teaching staff;

C. review the instructional assignment of each bilingual teacher;

D. authorize the payment of the supplementary pay by signing and submitting to the Director of Bilingual Education, the list of eligible teachers; (Form A)

E. confer with the Director of Bilingual Education, bilingual instructional coordinator and/or the bilingual compliance coordinator when necessary;

F. be responsible for reporting any changes in the eligibility status of a bilingual teacher, on the change forms (Form B) provided by the Office of Bilingual Education.

II. The bilingual teacher will

A. initial the list of eligible teachers for bilingual supplement;

B. for payroll purposes, notify the principal of any changes effecting eligibility for the supplement.

III. The Director of Bilingual Education will

A. review each list of eligible teachers submitted by the campus principal based on eligibility guidelines;

B. turn in the list of approved teachers by school to the Executive Director of Personnel;

C. make information reports as necessary to concerned parties.

IV. The Bilingual Compliance Coordinator will

A. during campus visits, review and verify the eligibility status of each bilingual teacher applicant for the bilingual salary supplement;

B. share any discrepancies with the bilingual teacher, campus principal and the Director of Bilingual Education;

C. check school records for program compliance;

D. make summary reports of campus findings to the Director of Intergovernmental Relations for dissemination to concerned parties.

V. Executive Director of Personnel will

A. approve the list of eligible teachers for the bilingual salary supplement and submit to the Director of Finance for payment.

AUSTIN INDEPENDENT SCHOOL DISTRICT

TEACHER ELIGIBILITY FOR THE BILINGUAL SALARY SUPPLEMENT

FORM - A

SCHOOL ______________________

DATE ______________________

I certify that the following teachers meet the requirements for the bilingual salary supplement.

____
Principal

TEACHER'S NAME	TEACHER'S INITIALS	SOCIAL SECURITY #	# of LEP STUDENTS A-C	# of HOURS BILINGUAL INSTRUCTION	EFFECTIVE DATE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

____
Director/Bilingual Education

____
Executive Director/Personnel

AUSTIN INDEPENDENT SCHOOL DISTRICT

ELIGIBILITY FOR BILINGUAL SALARY SUPPLEMENT

CHANGE FORM - 2

SCHOOL ______________________________

DATE ______________________

TEACHER'S NAME	TEACHER'S INITIALS	SOCIAL SECURITY #	# of LEP STUDENTS A-C	# of HOURS BILINGUAL INSTRUCTION

☐ Teacher Eligible as of ______________

☐ Teacher No Longer Eligible as of ______________

I certify the above to be in line with the requirements for eligibility for the bilingual salary supplement.

____
Principal

____
Director/Bilingual Education

____
Executive Director/Personnel

BILINGUAL/ESL PROGRAMS

Appendix J

CURRENT NATIONAL RESEARCH

CURRENT NATIONAL RESEARCH

Purpose

The purpose of this section is to provide information to answer the following decision and evaluation questions.

> **Decision Question D3:** Should Spanish speakers receive more instruction in their native language?
>
> > **Evaluation Question D3-1:** What do current national studies say about the effects of native language instruction?

Procedure

Information on this topic was collected throughout the year. Education Week, a national newsletter published weekly, often included current news on the debates regarding bilingual versus ESL instruction and about research in this area. Other publications circulated routinely at ORE were also checked for relevant articles. Another major source was research papers collected through the American Educational Research Association (1986 and 1987). The current status of national and local level research is shared there. The third major source was bilingual and other instructional staff in AISD. They would often pass on articles of interest. A file of relevant articles is kept with current project files. Articles may eventually be moved to the research files. While no attempt was made to complete a comprehensive search of the literature, major studies were reviewed in this way.

Results

> **Decision Question D3:** Should Spanish speakers receive more instruction in their native language?
>
> > **Evaluation Question D3-1:** What do current national studies say about the effects of native language instruction? What are the characteristics of effective bilingual programs?

Two national studies are currently underway comparing the effectiveness of various bilingual and ESL programs. However, longitudinal results have not yet been published. First-year results for the Science Research Associates (SRA) study financed by the Department of Education indicated students in long-term bilingual programs outperformed those in immersion programs in English reading, language, and mathematics achievement. However, the researchers were quick to point out that results must be considered preliminary and that differences in the nature of those served could explain differences found. Second-year results are being withheld at this point.

Education Week and other sources have reported the considerable debate currently occurring about the relative effectiveness of bilingual education versus other methods for students with limited English proficiency. The Department of Education, particularly William Bennett, has made statements that transitional bilingual education has shown limited effectiveness based on the research and that other methods show promise. The Government Accounting Office (GAO) was asked by the Committee on Education and Labor to review the accuracy of department interpretations. The GAO asked a panel of experts (see Attachment J-1) to review 10 literature reviews (see Attachment J-2) on the effectiveness of bilingual education and agree or disagree with 31 statements made by the Department of Education about the research data. They found:

1) "Only 2 of 10 experts agree with the department that there is insufficient evidence to support the law's requirement of the use of native language to the extent necessary to reach the objective of learning English," and

2) "Seven of ten believe the department is incorrect in characterizing the evidence as showing the promise of teaching methods that do not use the native languages,"

3) "Few agree with the department's suggestions that long-term school problems experienced by Hispanic youths are associated with native-language instruction,"

4) "Few agree with the department's general interpretation that evidence in this field is too ambiguous to permit conclusions. While experts indicate that some parts of the research are weak and should be strengthened, the majority indicated there was adequate evidence to reach conclusions about the requirement for native language instruction. Information on features which make bilingual programs effective are beginning to emerge but are not yet conclusive. The points included here have support in the literature. It is hoped they will assist schools in establishing or improving their bilingual programs in 1987-88 under the new boundary plan."

TEA recently reviewed the literature for evidence of successful practices in the teacning of LEP students. Their bibliography is attached (Attachment J-3).

They found a great deal of overlap in the general literature on effective teaching practices and that for LEP students. Thus, BEST techniques, for example, appear effective for LEP students. This finding is supported by ORE observations of exemplary teachers of LEP students in 1984-85, in which it was found that effective teachers (see Pub. No. 84.32):

- Maximized student time-on-task,
- Organized instruction clearly,
- Handled transitions efficiently,
- Adjusted to students' needs.

Successful teachers of LEP students also appear to use specific practices with LEP students. TEA's summary is shown in Attachment J-3.

Wong Fillmore studied practices that were more and less effective with third- and fifth-grade LEP students with two to three years of exposure to English (Spanish and Chinese in four districts around San Francisco). She found four instructional factors influenced language learning. Successful teachers utilized high quality teaching, instructional language, and learning environments and provided students with ample opportunities to practice English. More details on her findings and their implications for practice can be found in Attachment J-4. She also found, as have others studying bilingual education, that at least at grades 3 and 5, the use of native language accounted for a relatively small portion (8%) of the school day.

Padron, Knight, and Waxman (1986) studied reading strategies used by 38 third- and fifth-grade students in Houston--23 were bilingual in English and Spanish while 15 were English monolingual. Students were interviewed about strategies used to comprehend text; differences were found in strategies used by the two groups based on 14 possible types (see Attachment J-5). Monolingual students most often mentioned, thinking about the story, keeping it in mind, remembering it, (concentrating), while no one mentioned reading to answer questions the teacher might ask (their perception of the teachers' expectations). Bilingual students, in contrast, mentioned their perception of teachers' expectations most often and never mentioned imaging a picture in their minds, searching or noting salient details, or predicting outcomes. Monolingual students mentioned concentrating, noting/searching for salient details, and self-generated questions significantly more than bilingual students (p §.05). Monolinguals also used significantly more strategies (p §.01) than did bilinguals (about twice as many). Using strategies has been found in other research to enhance comprehension; these cognitive strategies can be taught. It is not known whether students use more strategies in Spanish reading. If not, focusing on the teaching of effective strategies may be beneficial. If so, it may be student's limited knowledge of English encourages reliance on simple decoding. It may help to delay English reading until strategies are well established in Spanish or to encourage the transfer of the use of such strategies in English as well as Spanish.

Cummins (1986) has theorized on effective strategies for LEP students based on research results. He believes in "interdependence" of language learning; i.e., skills developed in one language will transfer to another given adequate exposure and motivation to learn the second language. He also stresses the importance of status and power relations between groups. He believes relationships between educators and minority students and schools and minority communities must change to empower students and lead them to success in school. In terms of parent involvement, he suggests educators involve parents as collaborators or partners in their child's education. This can develop parents' sense of efficacy which, when communicated to the children, can have positive academic consequences. Cummins cites as an example the Haringey project in Britain. In this two-year project, low-achieving students who read to their parents showed greater improvement in reading than those provided additional supplemental instruction reading at school by a qualified teacher in small groups. This was in spite of the fact that many parents were nonliterate and limited in English ability.

In terms of learning techniques used by teachers, he advocates the reciprocal-interaction model, which encourages genuine dialogue between student and teacher in speaking and writing, guidance and facilitation rather than control of student learning by the teacher, and the encouragement of student/student talk in collaborative learning. The model emphasizes the development of higher level cognitive skills rather than factual recall. He cites Wong Fillmore's (1983) finding that Hispanics learn more English in classes that provide opportunities for reciprocal interactions with teachers and peers. Ample opportunities for expressive writing also appear important (based on his research and those of others).

Several studies have found children taught in their native language, given enough time, acquire more English than children receiving intensive English instruction. Krashen theorizes that language is acquired through "comprehensible input" (understandable messages). A powerful aid in this process is "extralinguistic information," or context, which can give meaning to what would otherwise be mere noise. Knowledge received through the native language makes English more understandable.

Information is not yet available that indicates what percent of instruction should be provided in Spanish versus English. It appears providing instruction in Spanish does not hurt LEP students' achievement. Later transition, may even be beneficial. The percentage of time instruction is provided in Spanish appeared to be fairly low at both grades 2 and 5 last year based on a limited number of observations. More instruction in Spanish, especially at grade 2, may be advisable (depending of course on the level of current use and the students in each classroom).

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Experts Surveyed

Fred Bryant
Professor of Psychology
Loyola University
Chicago, Ill.

Courtney Cazden
Professor of Education
Harvard Graduate School of Education
Cambridge, Mass.

Richard Duran
Professor of Education
University of California
Santa Barbara, Calif.

Lily Wong Fillmore
Professor of Education
University of California
Berkeley, Calif.

Gene Glass
Professor of Education
Arizona State University
Tempe, Ariz.

Christina Bratt Paulston
Professor of Linguistics
University of Pittsburgh
Pittsburgh, Penn.

David Ramirez
Study Director
SRA Technologies
Mountain View, California

Diane Ravitch
Professor of Education
Teachers College
Columbia University
New York, N.Y.

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A. The Department's Review of Research

Keith Baker and Adriana de Kanter. "Federal Policy and the Effectiveness of Bilingual Education." In K. Baker and A. de Kanter (eds.), *Bilingual Education: A Reappraisal of Federal Policy*. Lexington, Mass.: D.C. Heath and Co., 1983.

For compactness, we selected this shorter version of the authors' work rather than the original, unpublished 1981 manuscript. The studies the authors reviewed and their conclusions are very similar in the two versions.

B. Response to the Department's Review

James Yates et al. "Baker de Kanter Review: Inappropriate Conclusions on the Effectiveness of Bilingual Education." Unpublished paper, University of Texas, Austin, Tex., 1982.

Our experts received the main text of this paper. The full paper includes study-by-study annotations of each research study cited by Baker and de Kanter. The text we provided to the experts was the authors' full summary of their conclusions from that analysis.

C. Reviews on Immersion Teaching Methods

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Attachment J-3
(Page 1 of 3)

86.22 TEA Study for State School Board Committee for Students 1986-87

1. Successful teachers integrate the native language and English effectively for instruction to insure clarity:
   - Conducting directed lessons in the native language or English (a single lesson should seldom include the use of both languages).
   - Using the home language for explanation when exploring to explain concepts that cannot be demonstrated nonverbally and would be difficult for children to understand in an English-only lesson..

2. Successful teachers integrate English language development with academic skills instruction in their every day teaching:
   - English language skills are not taught in isolation.
   - Content matter and skills are learned while learning English.

Wong-Fillmore

3. Successful teachers use information from the LEP students' home and culture to encourage and promote participation in instructional activity:
   - Utilizing both verbal and nonverbal cultural information
   - Organizing instruction to build upon ways in which LEP students naturally communicate in their home culture.
   - Observing and honoring the values and norms of LEP students home cultures while teaching those of the majority culture.

Cummins

4. Successful teachers make use of language in the classroom as input for language learning purposes:
   - Providing several occasions daily for LEP students and native English speaking students to interact with each other (large group activities).
   - Organizing classes around highly structured, teacher directed activities.
   - Calling on children frequently to respond, either as individuals or as a group.

5. Successful teachers facilitate classroom participation and development of both functional language proficiency and academic competence by engaging students in tasks that they find intrinsically interesting and involving the higher level cognitive processes of analysis, synthesis, and evaluation.

6. Successful teachers know and act on the knowledge that for students whose homes do not or cannot provide the support to literacy, learning to read is a difficult task and one which can better be started in the home language the student knows best.

7. Successful teachers of LEP/low-socioeconomic status students know and act on the knowledge that this student population especially needs much positive reinforcement, i.e., communicating high expectations for learning and frequently stating a belief in the ability of students to learn, and in their own ability to teach.

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Part C

Research Agenda

Bilingual Education Act
U.S. Department of Education

Wong Fillmore

Learning English through Bilingual Instruction

Of Interest To:
Teachers, Researchers, Teacher Trainers

[illegible]
non-English, no more
than 3 yrs. of Eng exp.

Why This Study Is Important

The study identified classroom practices and teacher language-use patterns that affect the English language and academic development of limited-English-proficient (LEP) students. In addition, the study showed that certain instructional practices may be more effective with some students than with others because of differences in the students' English proficiency level and students' ethnic background.

Purpose

The purpose of the study was to determine which instructional practices are most effective in developing the academic language skills of LEP students. The study was also designed to investigate the interaction between instructional practices and certain student characteristics.

How the Study Was Conducted

The study was conducted in ten bilingual and seven English-only classes at the third and fifth grade levels in the San Francisco Bay area. Twenty teachers and over 150 Hispanic and Chinese students in four school districts participated in the study. All students had two to three years of exposure to English prior to the study.

This [illegible]

Findings

- Four instructional factors were found to influence language learning among elementary school students: quality of teaching, quality of instructional language, quality of learning environment, and ample opportunity to practice English.
  - —Some characteristics of *high-quality teaching* were a consistent, predictable structure for formal lessons; comprehensible instructions and explanations; use of instructional material which matched students' academic level; emphasis on high-level skills rather than low-level skills; and ample opportunities for all students to participate in oral activities.
  - —Characteristics of *high-quality instructional language* included using clear, coherent, and contextualized language, appropriate for comprehension by LEP students; paraphrasing and repeating information as needed; adjusting content based on student feedback; and formally discussing structure and vocabulary.
  - —Effective classroom management characterized a *high-quality learning environment*. The most effective teachers created a learning-centered atmosphere by focusing on content learning rather than on nonacademic activities.
  - —Practices allowing ample *opportunity to practice English* included using a variety of equitable and systematic procedures for including all students in class activities and requiring extended responses, rather than single-word responses.
- Quality of teaching and quality of instructional language were found to be more significant than amount of exposure to English in facilitating language learning.
- The effect of these instructional features on student language learning was dependent upon students' proficiency level in English and ethnic background.
- Hispanic students were more sensitive to the quality of teaching and the quality of instructional language than Chinese students. Chinese students seemed to increase their attentiveness during less successful lessons and thus compensate for the teacher's limitations.
- All of the students seemed to profit from opportunities to interact with English-speaking peers, but Hispanic students benefited most from this interaction. Chinese students began to profit from such interaction only after they had reached an intermediate level of English proficiency.
- The English language proficiency of Chinese students increased most in structured, relatively noise-free classrooms. Hispanic students gained most from interaction with peers, while Chinese students benefited from close interaction with their teachers.
- The most successful classes were those in which there was a balance between teacher-directed and individualized instruction.
- In the most successful bilingual classes, teachers kept the two languages of instruction separate. When concurrent

translation was used, students tended to listen to the language they understood and to ignore input in the other language.

- Teachers of bilingual classes seemed reluctant to use the students' native language for instruction. The native language was used in the bilingual classes only 8 percent of class time on the average, with a range from 0 to 24 percent.

Implications for Practice

For planning instruction:

- Develop and maintain a systematic structure and sequence when planning the activities for a lesson so that students can anticipate what they will be expected to do.
- Select materials that are appropriate to the age and grade level of the students, rather than materials from a lower grade level which may not challenge students sufficiently. Identify potential language difficulties in the materials, such as vocabulary and structures, and plan to teach these before students encounter them in the materials.
- Plan for oral activities in each lesson so that students can develop the listening and speaking skills related to the academic curriculum.
- To ensure that higher level skills are not neglected, develop a list of questions for each lesson which challenge students to answer *why* and *how* an event or procedure occurred, rather than merely *who* or *what* was involved.

For conducting instruction:

- Analyze instructional language for clarity, coherence, contextualization, use of paraphrasing, pace, and choice of vocabulary and structures. One way to do this is to audiotape a lesson, play it back, and evaluate the language used.
- Maintain effective classroom management by ensuring that students are actively engaged in learning activities and that a minimum amount of time is spent on procedural and other activities not related to the lesson objective.
- Provide all students with the opportunity for creative discourse in English by giving them many opportunities for expanded responses to teacher questions, organizing small group activities in which students can work cooperatively, and providing for peer-tutoring and other interactions between English-speaking and LEP students.
- Vary activities so that some are teacher-directed, providing for more language interaction, and some are individualized, developing the ability to work independently.

For individualizing instruction:

- Be aware of individual differences among students in responding to instruction and adjust teaching accordingly. For example, some students may be able to learn a great deal from each other and from English-speaking peers through small group work and cooperative assignments. Other students, however, may profit more from direct guidance from and interaction with the teacher.
- Pay attention to ways in which students' approaches to learning change over time and alter instructional activities to reflect these changes. For example, as students become more proficient in English, they may feel more comfortable working with English-speaking peers.

This Part C study (B-1:1a) *Learning English through Bilingual Instruction*, was conducted by Lily Wong Fillmore, principal investigator, University of California at Berkeley; Paul Ammon, co-principal investigator, University of California at Berkeley; and Barry McLaughlin, co-investigator, University of California at Santa Cruz. 1983.

The Executive Summary and Conclusion are available from NCBE for $3.90.

Part C Bilingual Education Research is a series of legislatively mandated studies designed to improve the instruction provided to minority language limited-English-proficient students. Part C Bilingual Education Research is currently authorized under Part B of the 1984 Bilingual Education Act.

This document was prepared for the Office of Bilingual Education and Minority Languages Affairs and the Department of Education for the ESEA Title VII Part C Bilingual Education Research Agenda. This report does not necessarily represent positions or policies of the U.S. Government. The research and evaluation activities provided for by the 1984 Bilingual Education Act are coordinated by Edward J. Fuentes and funded through the Office of Bilingual Education and Minority Languages Affairs, Carol Pendás Whitten, Director.

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Juan J. Gutiérrez, Chief Executive Officer
InterAmerica Research Associates, Inc.

Daniel M. Ulibarri, Ph.D., Director
National Clearinghouse for Bilingual Education

WONG FILLMORE

NATIONAL CLEARINGHOUSE
FOR BILINGUAL EDUCATION

1555 Wilson Boulevard, Suite 605, Rosslyn, Virginia 22209
(800) 336–4560/522-0710

5 yr study → both longer (3 yrs gathering)

1 yr dev, 1 yr testing observing; ½ yr to [illegible]

Taken from Padron,
Knight, Waxman article

Reading strategies children mentioned in interviews as they read

Strategies mentioned	Number of mentions: Bilingual children ($n = 23$) *M*	Bilingual children ($n = 23$) *SD*	Monolingual children ($n = 15$) *M*	Monolingual children ($n = 15$) *SD*	*t* value
Rereading	.65	.78	.87	1.19	
Selective reading	.13	.46	.67	.26	
Imaging	.00	.00	.33	1.05	
Changing speed	.52	1.08	.33	.90	
Assimilating to personal experience	.09	.29	.07	.26	
Concentrating	.74	.75	1.47	1.46	2.03*
Assimilating to passage events	.04	.21	.20	.56	
Noting/searching for salient details	.00	.00	.33	.82	1.97*
Summarizing	.04	.21	.07	.26	
Predicting outcomes	.00	.00	.07	.26	
Self generated questions	.04	.21	.80	1.08	3.28**
Student's perceptions of teacher's expectations	.87	.29	.00	.00	
Rehearsal	.04	.21	.13	.35	
Other	.04	.21	.20	.56	
Total number of strategies	2.43	1.38	4.93	3.20	3.32**

Subjects were Spanish/English and English speakers in third and fifth grade in an innercity school in Houston, Texas. Interviews were done as the children read brief passages (ca. 120 words) from the Ekwall Reading Inventory at the child's tested reading level.

$^{**}p < .01$
$^{*}p < .05$

23 students were bilingual in English and Spanish and 15 were English monolinguals. They were interviewed individually for approximately 30 minutes to determine what strategies they used while reading text. Bilingual students had the option of having the interview in Spanish so that language proficiency would not interfere with the ability to state the reading strategies they used. The interviews were audiotaped and later transcribed and analyzed.

The San Diego Quick Assessment, a graded word list, was used to determine each student's independent reading level (included in *Ekwall Reading Inventory Manual*, 1979). The children then read an appropriate passage from the Ekwall Reading Inventory, each approximately 120 words long. Following the procedures used in other reading studies with monolinguals (e.g., Alvermann, 1984; Chou Hare and Smith, 1982), each student read the passages, stopping at regular intervals to describe the strategies they were using to comprehend text. The strategies were then categorized by type and frequency.

A structured interview form adapted from Chou Hare and Smith (1982) was used to place the strategies into the following categories: (1) rereading, (2) selective reading, (3) imaging, (4) changing speed, (5) assimilating to personal experiences, (6) concentrating, (7) assimilating to passage events, (8) noting/searching for salient details, (9) summarizing, (10) predicting outcomes, (11) self-generated questions, (12) student's perceptions of teacher's expectations, (13) rehearsal, and (14) other. Intercoder agreement on the transcription of the interviews as measured by Cohen's Kappa was .99.

Strategies differ

The mean values listed in the Table indicate the average number of times that students in each of the language groups mentioned a particular strategy during the interview. The strategy most often cited by monolingual students was concentrating (i.e., thinking about the story, keeping it in mind, remembering it). On the average, monolinguals indicated approximately 1.5 times during the interview ($M = 1.47$; $SD = 1.46$) that they used this strategy of concentration on the story. The least cited strategy by monolinguals was student's perception of teacher's expectations (i.e., reading to answer questions that the teacher might ask). No student mentioned this strategy.

Quite in contrast, among the bilingual children the most cited strategy was student's perceptions of teacher's expectations ($M = .87$; $SD = .29$). No bilingual child mentioned the strategies of imaging (i.e., having a picture in their minds), noting/searching for salient details (i.e., remembering specific details, important details, or details that were different), or predicting outcomes (i.e., trying to guess what would happen next in the story).

Of the 14 strategies listed in the Table, three were statistically significant by language group. Monolingual students reported that they used concentrating, noting/searching for salient details, and self generated questions (i.e., a questioning comment about the story) significantly more often than did bilingual students ($p < .05$). In addition, monolingual students used significantly ($p < .01$) more strategies ($M = 4.93$, $SD = 3.20$) than bilingual students ($M = 2.43$, $SD = 1.38$). On the average, monolingual students indicated that they used about twice as many strategies as bilingual students.

Discussion

The results of this study interview suggest that bilingual third and fifth graders are not using as many cognitive strategies as monolingual students. Although this may be due to limited second language ability, the results are still a cause for concern. Since the use of strategies has been found to enhance reading comprehension (Cohen, 1983; Hansen, 1981; Linden and Wittrock, 1981; Weaver, 1979; Wilkinson, 1980), this may be one explanation for why bilingual students' reading achievement is not as high as that of monolingual students (Texas Assessment of Basic Skill: Statewide and Regional Results, 1982, cited in Robledo and Cortez, 1983).

Another possible explanation for their lower reading achievement may be that bilingual students are transferred too quickly to English reading and are not able to develop these strategies in Spanish reading. Having to read in English, bilingual students become primarily concerned with decoding and thus do not develop the cognitive strategies necessary for understanding text.

Research with English monolingual students has indicated that teaching cognitive strategies can produce successful results in reading (Baker and Brown, 1984; Brown, 1981; Palincsar and Brown, 1984, 1985), writing (Scardamalia, 1984), and their problem solving (Brown and Sullivan, 1982).

Few researchers, however, have investigated the strategic behavior used by bilinguals in reading in their second language. It is not known whether these students use strategies specific to their cultural groups. Future research should examine whether children use different strategies when reading in Spanish and whether these strategies transfer to text written in their second language.

Moreover, researchers should investigate how the cognitive strategies necessary for comprehending English text can be taught to Hispanic bilingual students in order to foster reading comprehension.

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Japanese journal reviews English-language manuscripts

The editors of *The Science of Reading*, published quarterly by The Japan Reading Association, are interested in receiving submissions from abroad. They review manuscripts in English on condition the authors of accepted manuscripts will then arrange for translation into Japanese for publication. Articles in *The Science of Reading*, now in its 30th year, appear in Japanese with an English summary. Manuscripts and correspondence should be sent to Takahiko Sakamoto, Japan Reading Association, Noma-ken, Kodansha, 2-12-21 Otowa, Bunkyo, Tokyo, Japan.

Taken From
Reading Teacher
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BILINGUAL/ESL PROGRAMS

Appendix K

Other Tests

Language Assessment Battery (LAB), La Prueba Riverside, and
Peabody Picture Vocabulary Test (PPVT)

Purpose

This appendix provides information to answer the following decision and evaluation questions.

Decision Question D1. Should AISD's Transitional Bilingual Education (TBE) and English-as-a-Second Language (ESL) programs be continued as is or modified?

> **Evaluation Question D1-2:** How have LEP students who started in AISD's Title VII pre-K program in 1980-81, 1981-82, and 1982-83 progressed compared to other pre-K students (Chapter 1, Migrant)?
> ---Achievement growth
> ---Retention rates
> ---Special Education referrals
>
> **Evaluation Question D1-13:** What percentage of Murchison and Travis' LEP A and B students could take the ITBS or TAP for a valid score? How long had participants been in AISD? What were the mean GE scores of those who could be tested the last two years on the ITBS and TAP? What was their achievement on the Prueba Riverside (raw scores)?

Results

For information on Evaluation Question D1-2, please refer to Appendix G - Pre-kindergarten Longitudinal File in the following publication:

> Christner, C., Rodgers, N., Fairchild, M., and Gutierrez, L. (1987). ECIA Chapter 1/Chapter 1 Migrant: 1986-87 final technical report (Publication Number 86.03). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

For information on Evaluation Question D1-13, please refer to Appendix C - La Prueba Riverside in the following publication:

> Yonan, B. and Schuyler, N. B. (1987). Title VII: 1986-87 final technical report (Publication Number 86.25). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Appendix A - Language Assessment Battery (LAB) found in Publication Number 86.25 provides information on this additional language proficiency test given to LEP students at the secondary level.

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